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ABSTRACT

The conference reported in these proceedings focused on the sharing of recent innovations, successful programming and teaching concepts, and research in children's physical education. Materials are presented in three sections, one for each day of the conference. The first day's agenda included presentations by nationally known physical educators on such subjects as teaching for skilled movement, biomechanics for the physical education teacher, clinical skills for supervising student teachers, and a developmental approach to dance and music, as well as a tour of movement pre-schools. The two remaining days were designed to provide an open forum for educators from throughout the United States and elsewhere and consisted of well over 100 activity and position paper sessions covering a range of teaching approaches including computer applications, nutrition, motivation, games and sports, various kinds of dance, object-control skills, fitness for the disabled, eurhythmics, and specific play and exercise activities ranging from jump rope to boomerang throwing and from bicycling to juggling. (AA)

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CONTEMPORARY ELEMENTARY AND MIDDLE SCHOOL PHYSICAL EDUCATION CONFERENCE

JANUARY 22-24, 1987
GEORGIA STATE UNIVERSITY, ATLANTA

Proceedings
Thursday Sessions
Edited by Margaret A. Jones

Sponsored by the
Department of Health, Physical Education, Recreation and Dance
College of Education
Georgia State University

Endorsed by
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Georgia State University wishes to thank George Graham, the speakers, presenters and all the behind-the-scene-personnel for their contributions toward this conference. The University also thanks the participants for their support.

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LET'S FALL IN LOVE!: AN ACTIVITY SESSION

Ambrose Brazelton, Executive Secretary,
Ohio Association for Health, Physical Education, Recreation and Dance
Columbus

LET'S FALL IN LOVE, (why shouldn't we fall in love?). This title, designed as an eye catcher/interest stimulator, has special relevance for the participants of the annual Contemporary Elementary and Middle School Physical Education Conference.

The K-8 physical educator leads a solemn, isolated professional life. He/she is lonesome in a crowd, surrounded by grade level and subject area instructors whose concerns are far removed from our movement disciplines.

The convening at this and like gatherings provide the privilege of Mutual Awaring, Sharing, Caring and Preparing--the Falling in Love ingredients--by sisters and brothers of the physical education family.

So, let's fall in professional love! Talk to your neighbor! Question that neighbor! Introduce yourself! Share your goodies with the new friend! Introduce your old friends to the new friends! Share experiences! LISTEN to your colleague! Talk shop during breaks, before and after sessions!

The Brazelton session will utilize some basic rhythmical activities to provide innumerable opportunities for personal interactions. We trust you will develop new professional lovers and continue the valuable associations throughout this conference and for eons thereafter.

L E T ' S F A L L I N P R O F E S S I O N A L L O V E ! ! !

TEACHING FOR SKILLFUL MOVEMENT: EXPANDING THE CONTENT OF GAMES, GYMNASTICS AND DANCE

Pamela C. Allison and Sally Parent Sakola
National Institute of Physical Education for Children
Bowling Green State University, Ohio

The purpose of this all-day session is to provide an experience for the participants in which they will have the opportunity to critically explore the content of elementary school physical education. This exploration is based on the assumption that teachers must have a thorough understanding of the content they teach and be knowledgeable about progression in physical education content. Thus, the day's sessions are focused on understanding movement as the content of physical education and on examining the relationships between and within the program areas of games, gymnastics and dance and the individual grade levels.

The following questions that teachers face in planning and developing content are addressed throughout the day:

1. What do I teach?
2. How do movement experiences I provide for children in games relate to movement experiences I provide in gymnastics?
3. What do I do in first grade that provides the groundwork for sixth grade?
4. How do I continually challenge children with progressively more complex movement experiences?

TEACHING FOR SKILLFUL MOVEMENT...(Continued)

5. How can I consistently help children achieve their movement potential in my physical education program?
6. How can I develop a broad overview of the content to be taught in all program areas for all grades?

These questions will be addressed through discussion and through practical experiences. Three program units, one each in games, gymnastics and dance will be taught and examined to help expand understanding of their content and progression.

Leaders for these units are: Teaching Unit A--Games, Becky Summersett, Reynolds Elementary School and Luann Alleman, Glendale-Feilback Elementary School, Toledo, Ohio; Teaching Unit B--Gymnastics, Janet Frederick, Liberty Center Elementary School, Liberty Center, Ohio; and Teaching Unit C--Dance, Ann Giorgis, Glendale-Feilbach Elementary School, Toledo, Ohio.

BIOMECHANICS FOR THE PHYSICAL EDUCATION TEACHER AND COACH: PRACTICAL APPLICATIONS FOR OPTIMIZING PERFORMANCE WORKSHOP

Benjamin F. Johnson, Georgia State University, Atlanta

The focus of this workshop is to familiarize the physical education teacher and coach with the basic theories of biomechanics and how this knowledge can be practically applied in classroom/field activities. The workshop initially addresses Newton's Three Laws of Motion as they apply to linear and angular motions of the human body, applied musculoskeletal anatomy of the human body, anatomical and neuromuscular factors in human performance, and other major concepts which affect human movement.

The introductory discussion is followed by a discussion and demonstration of how these major biomechanical concepts influence one's ability to perform a variety of complex movement skills including:

1. locomotor/non-locomotor
2. throwing
3. kicking
4. jumping
5. striking with an implement

Participants will gain insights as to the biological and mechanical foundations of human movement. In addition, they will be instructed as to how they can make use of these movement foundations in conjunction with video recording systems to offer the most conducive atmosphere for student acquisition of motor skills.

Workshop participants will be video-recorded, if they so choose, performing various movement skills and their performance will be assessed biomechanically as it relates to efficiency and/or effectiveness by considering the kinetic link principle which relates to coordination ("timing") of body segment actions. Through this demonstration it is felt that the physical education teacher will gain insights as to the important foundations of human movement.

CLINICAL SKILLS FOR SUPERVISING STUDENT TEACHERS WORKSHOP

Mike Metzler
Virginia Polytechnic Institute and State University, Blacksburg

Many times inservice teachers take on the responsibilities of directing a student teacher without knowing how to perform systematic supervisory functions. All good teachers certainly would like to help student teachers improve instructional skills, but many find themselves not having the skills or strategies for doing so.

The purpose of this all-day workshop is to train teachers as "Clinical Teachers," ones who can provide several key supervisory functions for their student teachers (or any other teacher as well). Emphasis will be placed on learning key observation, analysis, and feedback skills to be applied with elementary student teachers.

In addition to identifying those important skills, the workshop will focus on acquisition and application of those skills. Learning experiences will include the development of a model for clinical supervision, learning several observation strategies, analysis of videotape teaching samples, and communication skills for providing student teachers with performance feedback.

The workshop has no prerequisite--all interested teachers are invited. It should be emphasized that the workshop will be most effective if participants stay for the entire program. Participants will be provided with all necessary written and video materials for the workshop. All written materials can be kept after the completion of the workshop.

THE MANY FACES OF DANCE: A DEVELOPMENTAL APPROACH WORKSHOP

Catherine S. Schane, Georgia State University, Atlanta

A DEVELOPMENTAL APPROACH TO DANCE AND MOVEMENT

Sybil McWilliams, Movement Specialist, Atlanta

This workshop session will review a series of early developmental movement patterns that underlie all later development of movement. When used as a foundation for teaching fitness and dance, these patterns prepare the student to move with efficiency, comfort and safety. This session will involve learning movement patterns and discussing underlying principles.

ANYONE CAN FOLK DANCE!

Alicia Hodges
Rhythmical Movement and Recreational Dance Instructor, Atlanta

Elements of a Successful Experience

People of all ages who are successful with rhythmic movement are more likely to enjoy dance, musical activities, sports and recreation. Research evidence suggests that attainment of rhythmic competence helps the learner acquire readiness skills for reading and language development. Thus, skills in rhythmic movement and dance provide an important and often overlooked foundation for success throughout our lives, in academic pursuits and in the recreational areas of music and sports.

Rhythmic movement combines two elements: (1) the element of rhythm

THE MANY FACES OF DANCE/FOLK DANCE...(Continued)

(TIME) and (2) the element of movement (SPACE). Individuals must be comfortable with each element if they are to attain success. To become rhythmically competent, an individual must be able to (1) identify the beat in a musical selection or language-based activity, and (2) match that beat through the physical task of walking to it. To attain basic comfort with movement, an individual must acquire the ability to (1) move in space while free of tension, and (2) combine this movement with a personal beat and tempo.

Foundations for Success: The Eight Key Experiences

One never becomes too old to acquire rhythmic competence and basic comfort with movement. Many adults, including senior citizens are turning to exercise programs involving music, fitness dance and ballroom dancing, but they often lack the rhythmic coordination and relaxation needed to succeed. In this program, beginners can be any age. While it is never too late to teach rhythmic movement, it is much easier and more natural to work with children in the preschool and early elementary years before they become discouraged from repeated failure experiences.

The "Eight Key Experiences in Movement" will be presented as a foundation system to assure success in any music, physical education or classroom curriculum.

Content

1. Overview of the "Eight Key Experiences"
2. Guided practice in teaching these concepts in a physical education setting at the elementary level
3. Introduction to beginning folk dance
4. Handout including resources for all content

DANCE IS PHYSICAL FITNESS
Sybil McWilliams, Movement Specialist, Atlanta

This session will review the neurological components of a well-structured movement class and discuss ways in which fitness and safety can be maximized. Principles of the developmental movement system will be emphasized.

CREATIVE DANCE: WHEN YOU CAN'T DANCE AND YOU'RE NOT CREATIVE!
Dee Wagner, Creative Movement Specialist, Atlanta

In an effort to share ourselves with others, we learn to be creative. We must learn better ways to communicate, and dance--movement--is one of our strongest communication tools. In this session we will break down movement to understand how we use it in daily living and then how dance uses movement from daily living to make art.

TOUR OF MOVEMENT PRESCHOOLS

Steve Sanders, Children's Movement Center, Marietta
Larry Satchwell, Children On the Move, Lilburn

The tour of preschool movement facilities will feature two preschool centers; Children On the Move in Lilburn, directed by Larry Satchwell, and The Children's Movement Center in Marietta, directed by Steve Sanders.

The schedule for the tour will include viewing classes for infants (pre-walking), toddlers (walking up to 3 years of age), preschool (ages 3 and 4) and kindergarten (ages 5 and 6). Participants will have the opportunity not only to observe classes but to participate, if they wish, as center instructors lead children through movement activities in the areas of gymnastics, ball handling skills, rhythm and dance activities, and locomotor skills.

Tour directors will discuss the philosophy behind preschool movement programs and give overview of how programs should be conducted.

OTHER THURSDAY SPEAKERS

TOURS:

ELEMENTARY SCHOOLS, Margaret Lea Barrett, Health and Physical Education Director, and Nettie S. Wilson, Assistant Director, Fulton County Schools

MIDDLE SCHOOLS, Robert W. Moore, Health, Safety and Physical Education Supervisor, Cobb County Schools

Garrett Middle School
Floyd Middle School

PHYSICAL EDUCATION K-8: A DEVELOPMENTAL APPROACH, Mary E. Womack, Health and Physical Education Coordinator, Atlanta City Schools

Garden Hills Elementary School, Ann Beach, Physical Education Teacher
Long Middle School, Barbara McCall, Physical Education Teacher

OUTDOOR ADVENTURING, Alan M. Sentkowski, President, Adventure Services, Inc., Atlanta

Morrow Junior High School, Brenda E. Phillips, Clayton County Schools
North Clayton Junior High School, Alan Bergmann, Clayton County Schools

WORKSHOPS:

LEVEL ONE: AMERICAN COACHES EFFECTIVENESS PROGRAM'S YOUTH SPORTS, George O. McCalep Jr, Georgia State University, Atlanta

BODY COMPOSITION ASSESSMENT, Jeffrey C. Rupp, Physical Fitness Center Director, and Laura H. Lodzinski, Assistant Director, Georgia State University, Atlanta

COMPUTER:
*Inexperienced User = 0 to 10 hours experience; hands-on experience
+Experienced User = 10 or more hours, including use of commercial software

*EASING INTO MICROCOMPUTERS: INTRODUCTION OF THEIR CAPABILITIES AND TECHNIQUES FOR USING, David R. O'Neil, Director, Educational Microcomputing Laboratory, Georgia State University, Atlanta

*+SPREADSHEET APPLICATIONS IN HEALTH AND PHYSICAL EDUCATION, David R. O'Neil and Jerry T. White, Microcomputer Laboratory Technical Assistant, Georgia State University, Atlanta

*+HOW COMPUTERS ARE USED IN PHYSICAL EDUCATION, Joseph C. Bowman and Miriam F. Shelden, University of South Carolina, Spartanburg

OTHER THURSDAY SPEAKERS...(Continued)

*+SOFTWARE EVALUATION FOR PHYSICAL EDUCATION TEACHERS, Louis A. Gardner, Curriculum and Instruction (Science), Georgia State University, Atlanta

*+MANAGING YOUR PHYSICAL EDUCATION RECORDS: DATA BASE, Jerry T. White

+AUTHORING APPLICATIONS FOR HEALTH AND PHYSICAL EDUCATION TEACHERS, Hiram D. Johnston, Curriculum and Instruction (Mathematics), Georgia State University, Atlanta

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OVERVIEW OF THEIR FRIDAY AND SATURDAY SESSIONS:

ADAPTED PHYSICAL EDUCATION: ACTIVITIES WITH A PURPOSE, James E. Rich, North Carolina Department of Public Instruction, Greensboro

QUALITATIVE ANALYSIS OF MOTOR SKILLS, John L. Haubenstricker, Michigan State University, East Lansing

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CONFERENCE PHILOSOPHY

Since this conference was first held in 1979, its focus has been on the sharing of recent innovations, successful programming concepts and research in children's physical education from preschool through middle school levels.

The conference directors typically invite several nationally known physical educators to participate in the conference. These prominent educators are provided with several blocks of time on the program to present their ideas thoroughly and completely.

The remainder of the program is designed to be an open forum for educators from throughout the United States and other countries. It is purposely different from virtually every other professional conference in that all those who wish to make a presentation at the conference are invited to submit their ideas. You will encounter a broad spectrum of professional philosophies, ideas and practices throughout the conference.

We want to emphasize that the conference directors do not necessarily agree with the philosophies and practices of each presentation. We are in strong agreement, however, that the conference continues to provide physical educators a forum for presenting their ideas and philosophies.

We hope that you find the conference worthwhile. We also hope that because of the philosophical diversity represented at the conference, it will be both stimulating and thought provoking as well.

Georgia State University wishes to thank George Graham, the speakers, presenters and all the behind-the-scene-personnel for their contributions toward this conference. The University also thanks the participants for their support.

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READING AND MATH SKILLS THROUGH PERCEPTUAL - MOTOR ACTIVITIES FOR UNDERACHIEVERS (K-3)

Carol E. Plimpton, University of Toledo, Ohio

Although the term "perceptual-motor" has been deemed "passe" by many authorities in the field, research has shown that perceptual-motor deficiencies are related to problems in academic readiness and that children who are deficient in the academic area tasks of high complexity (reading, math) also have difficulties in tasks of low complexity such as directionality, laterality, and midline perceptions (Gallahue, 1982). Elementary physical education can influence development in these areas by incorporating cognitive learning with physical coordination tasks. The theory behind academics through movement tells the educator to capitalize on the child's innate desire to play and to move; therefore, one can possibly enhance the low-achiever's skills in reading and math by teaching basic concepts through a fun environment. Activities will be presented that encourage the child to use his/her cognitive foundational skills within game situations in small group work in a gymnasium or classroom setting. The foundational skills then increase with a progression developed jointly by the physical education specialist and the classroom teacher. These activities have been developed over time, altered per needs of the classes involved, and successfully implemented within a public school program.

ELEMENTARY CLASSROOM TEACHERS' ATTITUDES TOWARD PHYSICAL EDUCATION AND THE IMPACT ON STUDENTS

Nell Faucette, San Diego State University, California

Traditionally, classroom teachers with little formal physical education training have been responsible for teaching elementary school classes. Critics argue against this arrangement saying that specialized knowledge and specific pedagogical strategies are needed for effective instruction in this subject area. What is more, students' attitudes toward physical education can be affected dramatically by teachers' attitudes. As a result, many recommend that specialists teach elementary physical education because these specialists should possess the pedagogical skills and positive attitudes necessary to effectively teach the subject. This study will examine non-specialist elementary classroom teachers' behaviors and attitudes while teaching physical education. Data will be collected through formal and informal interviews and participant observations during physical education classes. During formal tape recorded interviews, teachers will be asked to discuss issues such as personal teaching preferences and amounts of time they allocate to physical education. They will also be asked to discuss their definition of physical education and their beliefs about its role in elementary education. Informal interviews will take place throughout the data collection phase as needed. Observations during physical education classes will focus on verbal and non-verbal teacher-student interactions in order to determine if students' attitudes reflect teachers' attitudes toward the subject. The data from this research is scheduled to be collected and analyzed during fall, 1986. The initial results will be discussed during this presentation.

'GROSS' DANCING: EASY TIPS ON HOW TO SET UP CLASSES FOR 60 OR MORE (K-12)

Sherri Hintz - Fairplay Middle School &
Dawn Young - Alexander High School, Douglas County Schools

I. Introduction
   - A. Background
   - B. Dance Knowledge

II. Format
   - A. Lecture
   - B. Values
   - C. Expectations
     1. Grade
     2. Participation
     3. Behavior
   - D. Requirements

III. Methods
   - A. Class Organization
     1. Daily Procedures
     2. Making Transitions
   - B. Partner Selections
     1. Circle
     2. Square
     3. Line
   - C. Preparing to Dance
     1. Instruction
     2. Music--Listening
     3. Walk Thru--Verbal Clues
     4. Dance

IV. Evaluation
   - A. Skills
   - B. Written Test
   - C. Participation
   - D. Video

TIPS TO CONSIDER WHEN TEACHING BASIC TUMBLING (K-8)

Garry L. Smith, Deep Creek Elementary Physical Education, Baltimore County, Maryland

The purpose of the presentation will be to share teaching strategies and spotting hints for eleven basic tumbling stunts; egg roll, forward roll, backward roll, diving forward roll, forward straddle, backward straddle, frog headstand, headstand, handstand, cartwheel, and round-off. Each stunt will be broken down into starting position, performance, and finishing position. A handout will be provided within the presentation.

A LARGE-GROUP TEACHING APPROACH TO LEARNING FUNDAMENTAL GYMNASTIC MOVEMENT AND CONCEPTS (4-8)

Ken C. Conner, Miami University, Oxford, Ohio

The diverse motor, muscular, and sport skill development levels of typical middle school class of students presents one of the most challenging tasks of any facing school physical educators today. In order to plan, prepare and present learning activities that are appropriate for this level, teachers must be ready to accommodate and challenge a group in which literally almost every student is at a different stage of motor, muscular and sport skill development. Activities and approaches which can provide learning experiences and growth for each child in such a diverse group are at a premium.

This large-group instructional approach to learning basic skills and concepts common to all gymnastic movement provides the teacher with:

1) the opportunity to provide all students with a common language for subsequent task oriented learning activities;
Accurate communication is always a primary concern in the feedback process. A teacher can seldom be sure that the student are getting the message exactly as he/she sends. Therefore, in skills learning, it is important that teachers and students understand the 'cues' that are used and what the 'cues' mean in terms of student response. Brevity is also a concern. There is not time for long-winded explanations of 'how-to' or 'what's wrong' in an average classroom. Brief, meaningful cues are a necessity in order to get the most out of potenital learning time.

   Gymnastic terms including 'tuck', 'puck', 'pike', 'squeeze', 'hollow', 'head neutral', 'point', 'press', 'extend', 'tighten up', etc. all have distinct and exact meanings in term of body position, motor response and muscular force and involvement. This language and its implications in terms of skill response can be learned in a brief command-drill sequence thereby providing the teacher and learner with an accurate and concise communication-response system.

2) the opportunity to teach basic gymnastic positions and sport skills that are common foundation for the progressions in all gymnastic events;

   Each term, tuck, pike, etc., as listed under #1, are labels for skills or parts of skills that are basic to gymnastic performance progressions. When these skills can be presented and learned in a large group, teacher centered activity, all students can achieve an accurate and common performance base. The teacher knows then that all the students know and can perform common basic skills.

   This provides the teacher with some sense of security when planning and conducting subsequent task-oriented lessons during which students work at various skill stations. A common skill base has been accomplished and is a clear point of reference and demarcation for continued learning.

3) the opportunity to observe and assess individual skill levels;

   It is difficult, if not nearly impossible, to be aware of individual and sport skills level differences in a class of middle school students. An opportunity to observe an entire class performing prescribing movements allows the teacher the chance to make assessments. This is invaluable when designing subsequent learning experiences and setting expectation levels for student performances. A critical

A LARGE-GROUP TEACHING APPROACH TO LEARNING...(Continued)

event during the teaching/learning process is the accurate teacher observation of skill performances. Any process or technique that facilitates the observation/assessment process is a valuable teaching tool. While leading a large group activity, the teacher can make accurate judgement concerning individual skill levels.

4) the opportunity to correct errors in basic skill performances while the class is interacting as a large group;

During this command sequence, the teacher can detect performance errors in individual performances and correct them while the whole group is the audience. This allows for each student to hear and see on a regular basis the common errors and their corrections. This is constant reinforcement of correct skill performance, their 'perfect practice' time.

One of a teacher's constant concerns is enough time to facilitate the error detection and correction process that is so central to good sport performance. The students get prime 'perfect practice' time that is so vital to success.

5) an introductory activity or warm-up in preparation for subsequent class activity;

This group sequence is a large muscle group activity and provide for flexibility, cardiovascular stimulation and strength development.

Through teacher directions, student responses and teacher feedback, this method provides an efficient approach to learning basic gymnastic movements and provide some help in initiating sound individual learning situations for a group of students with such varied needs and performance levels while preparing students for the day's gymnastic activities.

For detailed information write to: Ken Conner, 150 Phillips Hall, Miami University, Oxford, Ohio 45056.

TASK ANALYSIS: THE PERCEPTUAL ASPECT (K-5)

Virginia K. Jenkot, School District #96, Buffalo Grove, Illinois

HOW COMPLEX IS YOUR LESSON?

Physical educators are always looking for effective means of developing skill progressions. We have all had at least one frustrating experience where the children could not perform the skill or task which we had presented. An important approach will aid in development of appropriate progressions is that of task analysis.

I. Definition of Task Analysis

II. Purpose of Task Analysis

III. Billings' Approach to Task Analysis

TASK ANALYSIS: THE PERCEPTUAL ASPECT...(Continued)

This approach is different in that it examines more than the motor aspects of a task. It involves the identification of 4 factors: perception, decision, motor act, and feedback. The perceptual factor is concerned with relevant cues, the number that exist, their duration, their intensity, and whether or not they are conflicting. The decision making factor takes into consideration the number of decisions to be made, the sequence of these decisions and the speed at which they must be made. The motor act iftself is dependent upon the previous two factors. Variables to consider under this factor are coherence, continuity and consistency of the movement, and precision of results. Analysis of the feedback factor provides information to evaluate effectiveness of the movement and to alter the motor act if necessary. This approach allows teachers to attend to all phases of the motor performance.

IV. Practical Application

This portion of the presentation will be group participation. A specific task will be shown on videotape as performed in an actual physical education situation by 5th grade students. The group will attempt to identify all of the variables present in the task for each of the 4 factors. We will manipulate these variables to increase and/or decrease the complexity of the task. The resultant task will facilitate the acquisition of the skill through greater specificity.

This presentation will give teachers practice in critically analyzing any task which they might present to a class. This approach is especially important at the elementary level because of its attention to the perceptual variables of a task. Important because we know that children are at such varied levels of perceptuals development in the early years.

DIRECTIONS FOR USE OF THE TASK ANALYSIS WORKSHEET

1. Define the task or skill which you want to present.
2. Decide on the specific goal/end produce desired.
3. Decide on the type of environment (open or closed) which you want the students to be able to perform the task.
4. Analyze the task thoroughly to determine if it is in fact, appropriate to the level being taught, or if it is too complex because of perceptual variables.

After defining the task, answer the following questions for each of the four components. Observe only one component at a time.

PERCEPTION

The perceptual aspect of a task involves anything in the environment to which a response needs to be made. Answer the following questions:

1. How many stimuli are present? Describe or list. (objects, boundaries, people, environmental distractions) How many are actually needed?
   Fewer = less complex
2. What is the duration or length of time the stimuli was present?
   Shorter = more complex
3. What is the intensity or speed at which the stimuli occur? (colors, figure ground, tracking, dynamic visual activity, reaction time, coincidence timing)
   Faster = more complex
4. Are there any conflicting or confusing stimuli? CHECK THE ENVIRONMENT.

TASK ANALYSIS: THE PERCEPTUAL ASPECT...(Continued)

DECISION MAKING

The decision making factors takes into consideration the number of decisions to be made, the sequence of these decisions and the speed at which they must be made.

1. How many decisions must be made to perform the task? Positioning, strategy, stroke or shot to use
   Fewer = less complex
2. What are all the possible alternatives to each of these decisions?
   Fewer alternatives = less complex
3. How quickly must these decisions be made?
   Slower = less complex
4. Is there a specific sequence in which these decisions msut be made?
5. Are there comparisons of previous decisions in the sequence which must be remembered?
   More items from memory - more complex

MOTOR ACT

The motor act itself is dependent upon the previous two factors. Variables to be considered here are coherence, continuity and consistency of movement, and precision of results.

1. What muscle actions are required in the task?
   Greater strength required = more complex
2. How many motor actions must be coordinated? (locomotor/manipulative movements)
   Manipulative action ONLY = less complex
3. How fast must the task be performed, for both the locomotor and manipulative aspect of the skill? This will be directly dependent upon the amount of force or power which must be produced.
4. How precise must the movement be? Is the target large or small?
   Smaller target area = more complex

FEEDBACK

Analysis of the feedback factor provides information a) to evaluate effectiveness of the movement and b) to alter the motor act if necessary.

1. How much feedback is available to the performer?
2. What is the quality or accuracy of the feedback? Is it complete and directly related to the actual motor act?
3. How intense is the feedback? Does the performer actually feel it, does the feedback involve a number of senses?
4. Is the feedback immediate or delayed?

Once you have identified the complexity of your task you can manipulate these variables to increase or decrease the complexity according to your goals and the developmental levels of the performers.

References:

Billing, J. An Overview of Task Complexity. Motor Skills: Theory Into Practice, 1980, 4, 1, 18-23.

Herkowitz, J. Developmental Task Analsyis: The Design of Movement Experiences and Evaluation of Motor Development Status. In Motor Development Issues and Applications, Ridenour, M. (Ed.) Princeton: Princeton Book Co., Pub. - 1978

Williams, H. Perceptual and Motor Development

TASK ANALYSIS: THE PERCEPTUAL ASPECT...(Continued

TASK: _____

	ANALYSIS	REVISIONS
PERCEPTION Number of stimuli needed Number of stimuli present Duration of stimuli Intensity of stimuli Conflicting stimuli Other?		
DECISION Number of decisions necessary Number of alternatives per decision Speed of decisions Sequence of decisions Number of items needed from memory Other?		
MOTOR ACT Number of muscle actions Amount of coordination of actions Speed/power required Precision required Other?		
FEEDBACK Quantity/Quality Intensity Timing (immediate/delayed) Conflicting information Number of senses involved Other?		

*Adapted from: Billing, J. An overview of task complexity. Motor Skills: Theory Into Practice, 1980, 4, 1, 18-23.

CALORIES, CALIPERS, AND COMPUTERS: THE NEW NUTRITION-FITNESS MOVEMENT (K-8)

Billy E. Gober, Health & Physical Eudcation Coordinator, Dekalb County Schools &
Ruth W. Gordon, Nutrition Education Coordinator, Ga. Dept. of Education, Atlanta

The children were excited because they were finally getting to play with the computer. They had kept a food diary for a week. Code booklets had been used to transfer what they had consumed into numbered codes so the computer could analyze what they had eaten. The teacher had promised that they could punch their own data into the computer, receive an analysis by meal and snacks, and activate the printer for their very own copy for the results. Contrast this scenario to a class learning about the basic food groups from a health textbook published ten years ago, and ask yourself who is more involved in their learning. I think you will agree that the computer would be more fun. Those of us who have been trying to make nutrition education more palatable (pardon the pun) will have to agree that the only way to get the individual student interested in the subject is to give some information unique to him or her.

In the above scenario, one little 5 by 5 girl learned that she was consuming her recommended calorie intake in snacks ... plus eating three meals each day, which doubled her food consumption. She and other students with similar habits were prime candidates for the health related fitness team. For this child, the intervention began in the classroom with reading cereal boxes. The one she had chosen for breakfast was over 50% sugar. She visited with the school food service manager who helped her to prepare snacks that were filling yet nutritious. The school food service manager also helped the students to be realistic about portions and variety. The physical education teacher taught them about target pulse and calorie expenditure. A routine of brisk walking for 30 minutes three times each week was arranged, followed by techniques of increasing activity levels in physical education classes and at home.

Continuous monitoring of caloric intake and activity levels help greatly with reinforcement long after the nutrition-fitne unit ended. Using skinfold calipers to measure percent of body fat helped to illus ate the long term gain by maintaining a program of healthy eating habits and regular exercise.

How do we get from the point where we read the chapter and answer the questions at the end to activating a nutrition-fitness team? Look around your school; you may find all the ingredients, for all that is needed is someone to "stir things up." Identify the teachers who are already conscious of health and exhibit good habits. They may be those who go to aerobics after school or take special care to select what they eat at lunch. Identify and try to build on national interest. If there is little or no interest exhibited by your faculty ... generate some! One principal who attended my staff development course on nutrition and fitness during the summer of 1985 returned to her school in the fall and created a school teachers equivalent of Weight Watchers. The teacher who achieved the desired weight goal ... got all the money! Having regular blood pressure and diabetes screening before or after faculty meetings will help raise the health consciousness of the teachers, and your local Health Unit and Diabetes Association will be most willing to cooperate. Follow up those efforts by obtaining a Nutrition Education and Training Grant for your school or district from the State Department of Education. These monies can provide the impetus you and your school district need to conduct staff development of a nutrition-fitness team. The grant will assist in the training of teachers, administrators, and school food service personnel. It will also aid in the use of the cafeteria as a learning laboratory.

In spite of our country's prosperity, between 40 and 60 percent of the nation's teenagers suffer serious diet deficiencies. One of the best learning experiences provided this past year was a class visit to a fast food restaurant. The children really put to use what they had learned in the classroom to analyze what they were putting into themselves. Isn't that what education is all about?

LINKING PHYSICAL EDUCATION AND ACADEMICS: HOW TO ORGANIZE AND DEVELOP A PERCEPTUAL MOTOR LAB TO ENHANCE YOUR STUDENTS' SKILLS (K-8)

Robin Litaker, Dodge Elementary School, Mobile, Alabama

This presentation will provide a step by step process in testing and implementing a Perceptual Motor Lab: A Perceptual Motor Lab operates as a pull out program in addition to a regular Physical Education Program. The lab can be a positive addition to any Physical Education Program. It serves as a viable means of putting Physical Education into the realm of the academic curriculum.

Purpose of a Perceputal Motor Lab:

1. To provide a sequential Perceptual Motor Program for those students who have been diagnosed as having perceptual motor deficiencies.

2. To provide students with perceptual motor deficiencies the opportunity to enhance and improve perceptual motor skills to the degree that perceptual motor development is not a negative factor in the learning process.

Outline

I.	Purpose of a Perceptual Motor Lab -	Theories behind perceptual motor development and its relationship to Physical Education and academics
II.	Teacher and Faculty Awareness -	Teaching your peers about perceptual motor development and its relationship to academics
III.	Facilities and Space for the Lab -	How to operate your lab under any condition from hallway to classroom
IV.	Testing for Diagnosis -	Simple to complex ways identify students with perceptual motor deficiencies
V.	Supervision and Manning -	Making use of all available resources and training your lab workers
VI.	Implementing and Equipment -	How to equip your program with limited or unlimited funds
VII.	Results	Short and long term outcomes

VOLLEYBALL FOR LUNCH — PICK-UP GAME

A pick-up game for anyone who wishes to exercise during lunch break. Tennis shoes must be worn.

CAN STUDENTS LEARN STRIKING SKILLS IN PHYSICAL EDUCATION CLASS?

Tom Ratliffe, University of Massachusetts, Amherst

A collaboration project involving an elementary physical education teacher and a University professor will be presented. The project was designed to assess 5th and 6th grade students on the skill of striking with short handled implements. Cooperative efforts can help meet the needs of public school and university personnel. The public school teacher can receive individual videotape feedback on her students abilities and progress while the university professor can learn more about the possibilities and limitations of teaching skills in actual school settings.

In this study, individual students were videotaped performing a striking skills test to provide pre-instruction information. Performance scores were recorded and the students biomechanical form were analyzed. Then the teacher taught a series of lessons on the skill of striking with paddles and light weight rackets. Each lesson was carefully documented by written lesson plans. After the instructional time period, a second videotape was taken to assess the students skill on the initial skills test. Performance scores and form analysis were recorded to determine change in students striking ability. In this presentation, discussion will focus on results of the study and on teaching techniques for helping students learn striking skills.

BUILDING A NUTRITION EDUCATION TEAM (K-8)

Debra D. Tamplin, School Nutrition Director, Morgan County Schools

The presentation will give the participants information on how to build a nutrition education team in their school system. The team should include administrators, teachers and school nutrition personnel. Each member's role on the team will be identified. Some of the changes in students as a result of the nutrition education, will be discussed. Ideas which have been used effectively by a school system will be discussed and illustrated. Students' reactions to nutrition education will be explored. Ideas on how to make the team operate successfully will be discussed also.

An overview of how the school nutrition personnel can fit into the school as a whole will be presented. Ideas on how teachers and school nutrition personnel can work together to make students more aware of nutrition education will be an important part of the presentation.

JUMPING WITH JOY: A ROPE-JUMPING DEMONSTRATION

Christopher L. Beal - Hawthorne & Pleasantdale Elementary Schools
Dekalb County Schools

Rope Jumping is an enjoyable form of exercise which has great and outstanding benefits.

In this presentation, the jumpers will demonstrate some fun and challenging activities that you can do with ropes, both short and long ropes.

KINDERGARTEN PHYSICAL EDUCATION: FOR THE KINDERGARTEN TEACHER AND PHYSICAL EDUCATION SPECIALIST

Gregory Bushey, Physical Education, Charlotte Bankston, Kindergarten Teacher
Berkeley Lake Elementary School, Gwinnett County Schools

The purpose of this presentation is to inform classroom kindergarten teachers and physical education specialists of the special objectives and activities that need to be presented at the kindergarten level. Charlotte Bankston and Greg Bushey have worked together for the last three years developing a sound kindergarten physical education program. They have completed a handbook that has been provided for all Gwinnett County Schools. This handbook will be provided for those interested at the conference. The presentation will include objectives from both the fine and gross motor areas. A description of what activities will satisfy these objectives will be provided. They will also discuss how these activities can be modified for an individual special situation or facility.

In many elementary physical education programs, kindergarten has taken a back seat to other levels for various reasons. The objective of this presentation is to promote the need for quality kindergarten physical education and to make aware the special objectives and activities that need to be introduced at this level.

SUPERVISION IN PHYSICAL EDUCATION (K-12)

M. Lea Barrett, Health & Physical Education Director
Fulton County Schools

Concerns dealing with general and specific supervision at all levels of instruction including outdoor education activities will be included in this presentation. Instructor responsibilities in classes, during intramural activities and inter scholastic sports will be emphasized. Utilization of facilities and equipment and the maintenance of such facilities will be included.

PUT PIZAZZ IN YOUR WARM-UPS (K-12)

Susan P. Kogut, Chesapeake High School, Baltimore, Maryland

A presentation of a variety of ways to warm up a class. These ideas can be expanded to an entire lesson, a unit or even a semester. It is a participation demonstration session geared to K through 12 physical education teachers. I will need a space for activity and a cassette tape player with loud volume.

MOTIVATION: PROGRAM FOR SUCCESS IN FITNESS DEVELOPMENT (4-8)

Peggy Dumas, Oral Roberts University, Tulsa, Oklahoma

This topic will address general motivational principles. These principles will be applied to the health and physical education classroom. Ideas will be appropriate for grades 4-8. Secondly, this paper will show and discuss specific successful motivational techniques used by public schools.

TWO EXPERIMENTAL STUDIES INVESTIGATING THE EFFECT THE TEACHING BEHAVIOR OF REFINEMENT HAS ON STUDENT ACHIEVEMENT IN TWO FUNDAMENTAL MOTOR SKILLS

Linda Masser, Alcona Community Schools
Lincoln, Michigan

This paper discusses the results of three different research studies. The studies were done to investigate four instructional behaviors involved with the development of content in the physical education setting. The combination of these studies found informing, refining, extending, and applying tasks given students in instructional settings to be important if student academic achievement is the goal. All three studies found refinement to be particularly important.

FUN THINGS FOR SMALL SPACES AND INDOOR PLACES: RAINY DAY ACTIVITIES (K-8)

Allen Alford - Dodge Elementary & Linda Hatchett - Morningside Elementary Schools
Mobile, Alabama

So its raining again! Boo! This cry is sounded by both students and physical educators alike on rainy days. The reason? Most students and teachers find that rainy days means cramped space and very little to do leading to a boring physical education period. This session hopes to provide information and activities that show with a little imagination and some positive energy you too can turn those boring rainy days into days filled with "P.E. Fun"! The session includes:

I. Guidelines to making indoor "P.E. Fun"
II. Rainy day activities including musical and singing games
III. Innovative and creative ideas

WHAT SHOULD OUR CHILDREN BE EATING? (K-12)

Warren B. Karp, D.M.D., Oral Biology, Medical College of Georgia, Augusta

The United State Department of Agriculture and the United States Department of Health and Human Resources have arrived at seven dietary recommendations to improve the nutrition of healthy persons living in the United States. This talk uses these recommendations and applies them to children's eating habits at home and in the school lunch room. Discussed in the presentation are ways that teachers can help students improve the students' overall nutritional habits, as well as practical suggestions for applying these suggestions. Suggestions are made within the framework of food choices that children and teenagers find acceptable. The health consequences of poor nutritional intake of children are discussed in terms of adult outcomes, such as diabetes, stroke, heart disease, hypertension, and obesity.

Warren B. Karp, Ph.D., D.M.D.
The Medical College of Georgia

NUTRITIONAL SUGGESTIONS FOR PARENTS

The following are some simple rules you can use to help your child improve his or her diet. These suggestions are generally meant for children over 2 years of age.

SUGGESTIONS:

1. Each child should have 3 servings of milk, cheese, yogurt, or another milk product each day. The milk should be skim milk or 2% milk. Tell your child to make sure the bottle has a blue or purple cap on it, not a red cap. Items like candy made with milk (Milky Ways, etc.) or ice cream do not count in this group. These products contain some milk, but mostly sugar. Some children cannot drink a lot of milk at one time. If they do, they have cramps, diarrhea and other problems. It is still important that these children have a source of calcium for bones and teeth. Sometimes these children can eat fermented milk products, like yogurt and cheese. You need to determine how much milk your child can tolerate at one time. For example, if a child can only tolerate 1/2 glass of milk at a time, give him this amount several times a day. This approach, in combination with eating other milk-containing fermented products, such as cheeses, should allow you to make sure he gets 3 servings a day. For children who do not like the taste of skim milk or 2% milk, chocolate syrup can be added to the milk.

2. Each child should have four servings of bread or cereal each day. One slice of bread is considered one serving, so a sandwich is considered two servings of bread or cereal. A bowl of cereal is one serving. Rice is a bread/cereal. Any product made primarily of flour is considered a cereal. This includes spaghetti and macaroni. Cookies and cakes are not considered a serving of bread of cereal. These items are considered junk food because of their high sugar content and low nutritional content. They are okay to have occasionally, but watch out for that pattern of eating these between meals. This is disasterous on dental health.

3. Each child should have four servings of fruits and/or vegetables each day. It does not matter if these servings come from either fruits or vegetables, as these two foods are considered equal. One of these four servings should be at least one serving of citrus fruit, such as oranges or orange juice, and at least one serving of a dark green, yellow or orange vegetable. yellow or orange vegetable. Potatoes are considered a vegetable. Fruit pops, fruit rollups, soft drinks with 10 or 20% fruit juice added, lemonade, fruit drinks, icees, etc., are not considered to fit into this group. These are junk foods which can be consumed

occasionally, but do not represent a serving from this group.

4. Each child should have two servings per day of protein-rich food, such a chicken, fish, beef, pork, lamb, peanut butter, peas (such as black-eyed peas or other dried peas. Peas such as sweet peas fit into the vegetable category), beans (such as lima beans, kidney beans, butter beans, red beans, navy beans), and eggs. one serving of meat is generally considered to be 4 ounces. Your child should be encouraged to eat more chicken (not fried, but baked, broiled or boiled) and fish (not fried, but broiled or baked). Your child should be told to limit his egg intake to 2-3 week and have other things for breakfast on those other days. Suggestions include cereals (where sugar is not the first ingredient), cheese sandwiches, yesterday's left-over pizza warmed up or cold (a good, quick and pretty nutritious breakfast), English muffins with peanut butter, etc.

Other Important Nutritional Suggestions:

1. Your child should be eating a variety of food. If your child has the same thing for breakfast each morning, then he or she should be encouraged to try something different. Variety is the spice of life. Eating one type of food all the time can lead to nutritional problems. Tell your child to look down at his plate and see if it is colorful. Your child should see yellows, greens, reds, whites, etc. If your child's plate is all one color, generally that means that there are too many starches and fried foods on the plate. For example, a typically one-colored brown/white plate might contain fried chicken, fried ochra, and french fried potatoes.

2. If your child is overweight, try to find out where the extra calories are coming from and encourage the child to eat fruit for snacks. Children love frozen grapes, for example. Also, bananas with peanut butter on them is a good snack. A major problem with overweight children is not only their eating pattern, but also their activity pattern. Overweight children do not run, jump and actively play as much as other children. These children should be encouraged to get away from that TV set and go outside and play.

3. We want your child to cut down on his cholesterol and fat intake, particularly saturated (animal) fat. To do this, do not serve eggs to children more than 2-3 times a week. Sources of saturated (bad) fat include pork, ham, bacon, butter, whole milk, cheese (not made from skim milk) and hamburgers. It is okay to have these foods occasionally, but try to limit intake. Do not have bacon and eggs every morning for breakfast, for example. Do not have beef every night for dinner. Frying foods occasionally is okay; try not to serve fried foods more than once a week. We

have learned that the cardiovascular health of your child's heart later on in life can be affected by what he eats as child. Use fats that are completely liquid at room temperature.

4. Your child should be encouraged to eat more starch and fiber, especially in place of sugar. Encourage your child to eat peels on fruits and vegetables. Do not peel apples, pears, carrots, cucumbers, etc. Wash the skin well before your child eats it. The outer peal is a good source of fiber. Encourage your child to eat potatoes, spaghetti, rice and other starches. These starches are not fattening, as is commonly thought. It's what you put on them that makes them fattening. For example, a simple potato has about 70 calores, but one on which you put butter, sour cream, cheese, etc., can have up to or over 500 calories.

5. Your child should be encouraged to consume less sugar. If sugar snacks must be consumed, try to have them right after meals, rather than between meals. The effect of sugar on teeth is related to the number of exposures to the teeth. For example, it is better to have your child drink a coke in five minutes than to allow him to sip on the coke for an hour. There is no difference if the sugar intake comes from honey, brown sugar,. maple syrup, molasses, fructose...it is all sugar. The stickiness of sugar is important. Sugars that stick to your teeth will cause more tooth decay. Stay away from gum drops, tootsie rolls, sugar babies, etc.

6. If your child automatically salts his food without tasting it, encourage him or her to get used to the normal taste of food. Salt is an important nutrient, and there is no reason for a normal child to eliminate salt in his diet or to go on a low salt diet. We are just interested in eliminating excessive salt intake from a child's diet. This salt usually comes from over-consumption of salted snack foods (potato chips, pretzels) and too much sprinkling of salt at the dinner table. We encourage you to take the salt shaker off the dinner table. Taking extra salt (salt tablets) in hot weather or during athletic competition is unnecessary and may be harmful. Other sources of extra salt include luncheon meats, hot dogs, pickles, mustard and ketchup. Beware of ketchup. It is very high in both sugar and salt. A little bit is okay, but if you see your child having french fries with his ketchup, instead of ketchup with his french fries...beware!

7. Children should not drink alcohol. Alcohol is very toxic to the nervous and digestive system. There is as much alcohol in a glass of beer as in a shot of whiskey. Although the percent of alcohol is lower in beer, there is more volume consumed.

FOLLOW ALL THESE SUGGESTIONS FOR YOUR WHOLE FAMILY. YOU WILL ALL BENEFIT, ESPECIALLY IF YOU, YOUR HUSBAND/WIFE, YOUR PARENTS, GRANDPARENTS, OR THER RELATIVES HAVE:

1. HEART DISEASE
2. STROKE
3. DIABETES
4. HARDENING OF THE ARTERIES
5. HIGH BLOOD PRESSURE

ALL OF THESE DISEASES CAN BE EFFECTED BY NUTRITION.

SNACK IDEAS

GOOD SNACKS

APPLES	STRAWBERRIES	GRAPE JUICE
BANANAS	RAISINS	PINEAPPLE JUICE
GRAPES	PLUMS	CABBAGE WEDGES
MELONS	APPLESAUCE	CARROT STICKS
TANGERINES	SUGAR-FREE GUM	CAULIFLOWER
PEACHES	V-8 JUICE	BROCOLI
PEARS	TOMATO JUICE	YOGURT
HAM SPREAD	ORANGE JUICE	MILK
EGG SALAD	CRANBERRY JUICE	SUNFLOWER SEEDS
TUNA SALAD	GRAPEFRUIT JUICE	PEANUTS
CHEESE SPREADS	APPLE JUICE	PUMPKIN SEEDS

THE FOLLOWING SNACKS CAN BE USED IN LIMITED AMOUNTS

CEREAL-UNSWEETENED	VIENNA SAUSAGES	WAVERLY WAFERS
UNBUTTERED POPCORN	LUNCHEON MEATS	TRISCUITS
SALTINES	WHOLE GRAIN BREAD	WHEAT THINS
HOTDOGS	RITZ CRACKERS	PEANUT BUTTER

SNACKS THAT COMBINE TWO OR MORE FOODS

CEREAL WITH FRUIT AND MILK
FREEZE FRUIT JUICE TO MAKE POPSICLES (DO NOT ADD SUGAR)
MAKE SALADS OR SPREADS INTO SANDWICHES-CHICKEN SALAD, PIMENTO CHEESE, LIVERWURST, EGG SALAD, TUNA SALAD SANDWICH
STUFF CELERY STICKS WITH PEANUT BUTTER, PIMENTO CHEESE OR OTHER SPREADS
LEFTOVERS FROM MEALS MAKE GOOD SNACKS
MELTED CHEESE OR PEANUT BUTTER ON TOAST OR CRACKERS

SNACKS TO AVOID

CANDY BARS	FRUIT ROLL UPS	SUGAR GUM
HARD CANDY	JAM	BUBBLE GUM
SUCKERS	MALTS	SOFT DRINKS
COOKIES	SHAKES	KOOL-AID
DOUGHNUTS	CAKE	CINAMMON ROLLS
DANISH PASTRY	POPSICLES	ICE CREAM
PIE	GELATIN DESSERTS	FRUIT DRINKS

Nutrition and Your Health

Dietary Guidelines for Americans

DIETARY GUIDELINES FOR AMERICANS

- **Eat a variety of foods**
- **Maintain** REASONABLE WEIGHT
- **Avoid too much fat, saturated fat, and cholesterol**
- **Eat foods with adequate starch and fiber**
- **Avoid too much sugar**
- **Avoid too much sodium**
- **If you drink alcohol, do so in moderation**

TO ASSURE YOURSELF AN ADEQUATE DIET
Eat a variety of foods daily, including selections of

- **Fruits**
- **Vegetables**
- **Whole grain and enriched breads, cereals, and grain products**
- **Milk, cheese, and yogurt**
- **Meats, poultry, fish, eggs**
- **Legumes (dry peas and beans)**

TO ASSURE YOUR BABY AN ADEQUATE DIET

- **Breastfeed unless there are special problems**
- **Delay other foods until baby is 3 to 6 months old**
- **Do not add salt or sugar to baby's food**

TO IMPROVE EATING HABITS

- **Eat slowly**
- **Prepare smaller portions**
- **Avoid "seconds"**

Suggested Body Weights
Range of Acceptable Weight

Height (feet-inches)	Men (Pounds)	Women (Pounds)
4'10"		99-119
4'11"		94-122
5'0"		96-125
5'1"		99-128
5'2"	112-141	102-131
5'3"	115-144	105-134
5'4"	118-148	108-138
5'5"	121-152	111-142
5'6"	124-156	114-146
5'7"	128-161	118-150
5'8"	132-166	122-154
5'9"	136-170	126-158
5'10"	140-174	130-163
5'11"	144-179	134-168
6'0"	148-184	138-173
6'1"	152-189	
6'2"	156-194	
6'3"	160-199	
6'4"	164-204	

NOTE: Height without shoes; weight without clothes
SOURCE: HEW conference on obesity, 1973.

TO LOSE WEIGHT

- **Increase physical activity**
- **Eat less fat and fatty foods**
- **Eat less sugar and sweets**
- **Avoid too much alcohol**

Approximate Energy Expenditure by a 150 Pound Person in Various Activities

Activity	Calories per hour
Lying down or sleeping	80
Sitting	100
Driving an automobile	120
Standing	140
Domestic work	180
Walking, 2-1/4 mph	210
Bicycling, 5-1/2 mph	210
Gardening	220
Golf, lawn mowing, power mower	250
Bowling	270
Walking, 3-1/4 mph	300
Swimming, 1/4 mph	300
Square dancing, volleyball, roller skating	350
Wood chopping or sawing	400
Tennis	420
Skiing, 10 mph	600
Squash and handball	600
Bicycling, 13 mph	660
Running, 10 mph	900

SOURCE: Based on material prepared by Robert E. Johnson, M.D., Ph.D., and colleagues, University of Illinois.

TO AVOID EXCESSIVE SUGARS

- **Use less of all sugars, including white sugar, brown sugar, raw sugar, honey, and syrups**
- **Eat less of foods containing these sugars, such as candy, soft drinks, ice cream, cakes, cookies**
- **Select fresh fruits or fruits canned without sugar or light syrup rather than heavy syrup**
- **Read food labels for clues on sugar content — if the names sucrose, glucose, maltose, dextrose, lactose, fructose, or syrups appear first, then there is a large amount of sugar**
- **Remember, how often you eat sugar is as important as how much sugar you eat**

If You Drink Alcohol, Do So in Moderation

TO AVOID TOO MUCH FAT, SATURATED FAT, AND CHOLESTEROL

- **Choose lean meat, fish, poultry, dry beans and peas as your protein sources**
- **Moderate your use of eggs and organ meats (such as liver)**
- **Limit your intake of butter, cream, hydrogenated margarines, shortenings and coconut oil, and foods made from such products**
- **Trim excess fat off meats**
- **Broil, bake, or boil rather than fry**
- **Read labels carefully to determine both amount and types of fat contained in foods**

TO EAT MORE COMPLEX CARBOHYDRATES DAILY

- **Substitute starches for fats and sugars**
- **Select foods which are good sources of fiber and starch, such as whole grain breads and cereals, fruits and vegetables, beans, peas,and nuts**

TO AVOID TOO MUCH SODIUM

- **Learn to enjoy the unsalted flavors of foods**
- **Cook with only small amounts of added salt**
- **Add little or no salt to food at the table**
- **Limit your intake of salty foods, such as potato chips, pretzels, salted nuts and popcorn, condiments (soy sauce, steak sauce, garlic salt), cheese, pickled foods, cured meats**
- **Read food labels carefully to determine the amounts of sodium in processed foods and snack items**

The New Dietary Guidelines

Behavioral Objectives

1. List the seven dietary guidelines presently recommended by the USDA.
2. Why is it important to eat a variety of food?
3. What are the present nutritional recommendations for infants?
4. List three ways to improve eating habits.
5. List four recommendations for losing weight.
6. How many calories are in 1 lb.?
7. List six ways of reducing fat and cholesterol in your diet.
8. What is the difference between complex and simple carbohydrates and why should you increase complex carbohydrates?
9. List five recommendations you can give your patient for reducing sugar in the diet.
10. What is the difference between salt and sodium?
11. List five recommendations for reducing sodium in your diet.
12. Why do alcoholics usually consume a nutritionally inadequate diet?
13. What are the present recommendations for drinking during pregnancy?

DOUBLE-DUTCH ROPE SKIPPING: ANYONE CAN DO IT (4-8)

Tony J. Simmons, Quillian East Point Elementary School, Fulton County Schools

Double dutch rope skipping is perhaps the highest form of Rope Skipping. It is an activity involving manipulative skills, group cooperation and creativity. In this presentation, children will demonstrate routines that can be done with double dutch rope skipping. A step by step method for teaching this form of Rope Skipping will be demonstrated.

AEROBIC DANCE CLASS: IDEAS AND VARIATIONS FOR THE HIGH SCHOOL TEACHER/DANCE

Montez Bowen, Walton High School; Donna Duke, Wills High School and Diane Ray, Wheeler High School, Cobb County Schools

This session will include ideas for aerobic class content, motivation techniques, and resources information for the high school teacher/coach. Many teachers do not have the time to spend several hours daily or throughout the week to work up routines and prepare for a fun aerobic class. This session will provide handouts on good music and materials available in record, cassette, and video formats as well as what workshops are available in the Atlanta area. Included will be motivational ideas to keep students from "burning out" before the semester is over and to keep them signing up for future courses. Many high schools' class settings, music, and music systems cannot compete with what students see at the Health Club. This session will help you make the most of your teaching talents in your high school setting. You do not have to be a "dancer" to be comfortable teaching an Aerobic Dance class!

MOVING YOUR CURRICULUM FROM THE SHELF INTO THE GYM: IDEAS FOR PROGRAM ANALYSIS AND RESPONSIBLE CHANGE (K-8)

Leslie T. Lambert, University of Georgia - Athens & University of Wyoming, Laramie

Critical problems exist in the physical education profession. Among these is the lack of good curriculum design. Furthermore, curriculum changes is often a slow and arduous task laden with political overtones. This session will briefly address some generic political problems which often compromise the curriculum change process. Additionally, a systematic progression for curriculum change in physical education will be offered. Among the topics covered will be determining the most relevant program direction, the value of program goals and objectives, content analysis and selection, evaluation, and integrating motor skills and health related fitness across the curriculum.

WANNA BE BOSS? HOW TO ORGANIZE YOUR FIELD DAY (K-8)

Sherri Hintz - Fairplay Middle School
Dawn Young - Alexander High School, Douglas County Schools

The following pages are two examples of field days — organization for both elementary and middle schools for about 500 to 800 students involved all day. We will also discuss:

I. Why field day?
II. Objectives of field day
III. Preparation
IV. Facilities and equipment
V. Cooperation
VI. P.R. —Parent Involvement
VII. Awards

FIELD DAY COMMITTEES

1. Awards Committee: P. E. Department
   Duties:
   A. Order Awards
   B. Present awards at end of each event

2. Publicity Committee: Existing Committee

   Duties:
   A. Get newspaper articles for publication
   B. Take Pictures of events

3. First Aid Station: Mrs. Eidson, Mrs. Thomas

   Duties
   A. Administer First Aid
   B. Station with supplies stocked
   C. Tent set up (See if tent available that day)

4. Refreshment Committee: Mrs. Waters

   Duties:
   A. Order Supplies
   B. Have tent or coke stand set up
   C. Keep area clean
   D. Open stand at 11:00.

5. Crowd Control: All Teachers

   Duties:
   A. Supervise students on field within designated areas.
   B. Dismiss students from activities for misconduct, etc.

6. Equipment Committee: P. E. Department

   Duties:
   A. To gather all equipment necessary for activities on field day.
   B. To set up field day activities.
   C. Store equipment after the day ends.

7. Lunch Committee: Mr. Frost, Mrs. Edwards, Mrs. Wright & staff

   Duties:
   A. Time schedule - 12:00 - 1:00
   B. Designate areas to eat
   C. Menu

8. Clean-up Committee: Mr. Jones, student staff

   Duties:
   A. All areas of field clean
   B. Trash cans in strategic places
   C. Lunch areas clean
   D. Deposit all trash in dumpster by cafeteria

9. Scoring Committee: Mrs. Kelsey, Mrs. Hull, Ms. LeClair & P.E. Dept.

   Duties:
   A. Collect all scores of events
   B. Record on Master Score Sheet
   C. Make announcements of events, times, scores, etc.
   D. Keep running score totals

10. Events Committee - P. E. Department

    Duties:
    A. Set up schedule of events
    B. Order of events
    C. Pick place winners
    D. Starters for events
    E. Time events

FIELD DAY SUPERVISION
1986

GENERAL

1. STUDENTS SHOULD REMAIN IN THE AREA DESIGNATED FOR TEAM AND GRADE LEVEL.

2. CAUTION STUDENTS ABOUT BEHAVIOR AND SAFETY. ALL SCHOOL RULES APPLY.

3. TEACHERS SHOULD BE IN THE AREA OF THEIR STUDENTS WHEN NOT PERFORMING OTHER ASSIGNED DUTIES.

4. CONCESSION STAND WILL BE ON THE FIELD LEVEL AND WILL OPEN AT 11:00.

5. SEVERE MISCONDUCT SHOULD BE REPORTED TO MRS. EDWARDS.

6. STUDENTS ARE TO LISTEN TO ANNOUNCEMENTS FOR EVENTS IN WHICH THEY ARE PARTICIPATING.

7. NO RADIOS, NO COOLERS, NO CANS, NO BOTTLES ALLOWED.

8. THE PHYSICAL EDUCATION DRESS CODE APPLIES TO ALL STUDENTS. ALL STUDENTS ARE TO DRESS OUT. REGULAR DRESS MUST BE WORN TO AND FROM SCHOOL.

9. EVERY STUDENT IS TO PARTICIPATE IN AT LEAST 2 EVENTS AND NO MORE THAN 4 EVENTS.

LUNCH

1. LUNCH MONEY, TICKETS, OR CHARGES ARE TO BE COLLECTED DURING HOMEROOM. A LIST OF STUDENTS ARE TO BE MADE.

2. NO STUDENTS SHOULD HAVE TO ENTER THE BUILDING TO GET THEIR MONEY. IF THEY WISH TO PURCHASE SNACKS THEY SHOULD HAVE THEIR MONEY WITH THEM AT ALL TIMES.

3. CLASSES WILL ENTER THE CAFETERIA IN THE SAME ORDER AS THEY USUALLY DO. THE STUDENTS WILL ENTER THE THE LINE TO PICK UP THEIR SACK LUNCH AND PROCEED TO THE FIELD AREA IN WHICH THEIR HOMEROOM TEACHER HAS DESIGNATED FOR EATING LUNCH.

4. TEACHERS EAT OUTSIDE WITH HOMEROOM CLASS PICNIC STYLE AT A DESIGNATED SPOT ON THE FIELD.

5. TEACHERS SHOULD ESCORT THEIR CLASS TO THE RESTROOM AFTER LUNCH AND THEN RETURN TO THE FIELD.

6. RESTROOM PATROL - ROTATE WITH MEMBERS IN THE DESIGNATED GROUP

9:00	- 9:45	------8 A
9:45	- 10:30	------EXPLORATORY TEACHERS
10:30	- 11:15	------8 B
11:15	- 12:00	------SPECIAL EDUCATION TEACHERS
12:00	- 12:45	------6 B
12:45	- 1:30	------7 A
1:30	- 2:15	------6 A
2:15	- 3:00	------7 B

7 TEAMS A USE 7th GRADE RESTROOM. TO AND FROM LUNCH ON 1

TEAMS B USE 8th GRADE RESTROOM. TO AND FROM LUNCH ON 1.

FAIRPLAY MIDDLE SCHOOL FIELD DAY

Description of Events

1. 1 Lap Race — 3 girls and 3 boys will run one lap on the running court in separate races.
2. 100 Yard Dash — 1 girl and 1 boy will run 100 yards in separate races.
3. 2 Lap Race — 3 girls and 3 boys will run two laps on ½ the field in separate races.
4. 50 Yard Dash — 1 girl and 1 boy will run 50 yards in separate races.
5. Piggyback Race — 2 girls and 2 boys will comprise the teams for separate races. One student will carry the other to a designated point, change riders, and complete the race. (Should be approximately same size)
6. Siamese Twins Race — 2 girls and 2 boys will comprise the teams for separate races. A ball must be transported from point A to point B while being held between both participants backs. At point B the ball is to be placed between the stomachs and transported to the finish line. NO HANDS MAY TOUCH THE BALL EXCEPT TO MAKE THE SWITCH OF BALL POSITION.
7. Tennis Ball Relay — One team of 2 girls and 2 boys will relay a tennis ball on a spoon until all 4 have carried the ball in the spoon. ALTERNATE POSITIONS BEGINNING WITH A GIRL.
8. Softball Relay — 2 girls and 2 boys comprise teams for separate races. A softball is to be carried under the chin to the other participant. An exchange has to be made without using the hands. Once the exchange is made race back to the finish line. If the ball is dropped the participant must return to the point it was dropped.
9. Egg Toss — 1 girl and 1 boy comprise a team. Each will begin at a designated area and will back up each time the egg is caught (without cracking").
10. 1 Lap Relay — 1 girls team and 1 boys team will run in separate races. Each team member will run ¼ lap around the designated area. A baton will be passed among each runner.
11. 4 Lap Relay — 2 girls and 2 boys will run in one race. Each team member will run 1 lap around the designated area. A baton will be passed among each runner. Order of run is boy-girl-girl-boy.
12. Tug-O-War — 4 girls and 4 boys comprise separate teams. Two boy-girl teams per homeroom. Each homeroom will compete in a single elimination tournament. (Only two places awarded) Each homeroom has 2 teams. Designate as A team or B team. No mixing of students allowed.

13. Long Jump — One boy and one girl will run and jump into the sand pit for distance. One jump only. Measure from scratch line.
14. Shot Put — One boy and one girl will put the shot. One throw each for distance.
15. Balloon Bust — One student (boy or girl) and Homeroom teacher comprise a team. Each will begin at a designated area and will back up each time the balloon is caught. (without "Bursting")

SCHEDULE OF EVENTS

9:00 - 9:15	1 Lap Race
9:20 - 9:30	100 Yard Dash
9:35 - 9:50	2 Lap Race
9:55 - 10:10	50 Yard Dash
10:15 - 10:25	Piggyback Race
10:30 - 10:45	Siamese Twin Race
10:50 - 11:00	Tennis Ball Relay
11:05 - 11:15	Long Jump
11:20 - 11:30	Softball Relay
11:35 - 11:45	Shot Put
11:50 - LUNCH	4 Lap Relay
1:00 - 1:15	Egg Toss
1:20 - 1:35	Balloon Bust
1:40 - 1:55	1 Lap Relay
2:00 - 2:45	Tug-O-War

FIELD DAY ENTRY SHEET

Boys Girls
(Circle one)

Team _____

Homeroom Teacher _____

Homeroom Section _____

Students must sign up for at least _____ events and no more than _____ events. Avoid signing up for two consecutive running events, especially after a long distance race. When two events are being conducted at the same time, a student may participate in only one of the two events.

TIME	EVENT	PARTICIPANT
9:00 - 9:15	1 Lap Race	1. _____ 2. _____
		3. _____
9:20 - 9:30	100 Yard Dash	1. _____
9:35 - 9:50	2 Lap Race	1. _____ 2. _____
		3. _____
9:55 - 10:10	50 Yard Dash	1. _____
10:15 - 10:25	Piggyback Race	1. _____ 2. _____
10:30 - 10:45	Siamese Twin Race	1. _____ 2. _____
10:50 - 11:00	Tennis Ball Relay (Boy-Girl Team)	1. _____ 2. _____
11:05 - 11:15	Long Jump	1. _____
11:20 - 11:30	Softball Relay	1. _____ 2. _____
11:35 - 11:40	Shot Put	1. _____
11:50 - LUNCH	4 Lap Relay (Boy-Girl Team)	1. _____ 2. _____
1:00 - 1:15	Egg Toss (Boy-Girl Team)	1. _____
1:20 - 1:35	Balloon Bust (Hr. Teacher w/student)	1. _____
1:40 - 1:55	1 Lap Relay	1. _____ 2. _____
		3. _____ 4. _____
2:00 - 2:45	Tug-O-War	1. _____ 2. _____
		3. _____ 4. _____

RULES FOR FIELD DAY EVENTS

1. ALL ENTRY CHANGES DUE TO ABSENTEES MUST BE MADE WITHIN EACH HOMEROOM ON FIELD DAY.
2. ALL TEACHERS AND STUDENTS MUST LISTEN CAREFULLY FOR THE EVENTS TO BE ANNOUNCED. WE WILL NOT WAIT FOR ANYONE. THEY WILL FORFEIT THEIR POSITION IF THEY DO NOT SHOW.
3. THE STUDENT ENTERED IN A PARTICULAR EVENT MUST BE THE ONE TO COMPETE IN THE EVENT UNLESS THERE WAS AN EARLIER CHANGE.
4. ANY STUDENT NOT FOLLOWING INSTRUCTIONS, MISBEHAVING, OR SHOWING POOR SPORTSMANSHIP WILL BE BARRED FROM THAT EVENT DURING WHICH THE POOR CONDUCT WAS DISPLAYED.
5. ONCE AN EVENT IS COMPLETE ALL PARTICIPANTS ARE TO REPORT BACK TO THEIR TEAMS. IF THE STUDENT PLACED 1ST, 2ND, OR 3RD THEY MUST WAIT UNTIL ALL INFORMATION HAS BEEN GATHERED BY THE SCORERS.
6. ALL STUDENTS SHOULD "WARM UP" PROPERLY BEFORE PARTICIPATING IN A STRENUOUS EVENT.
7. THE PHYSICAL EDUCATION DRESS CODE APPLIES TO ALL STUDENTS. ALL STUDENTS ARE TO DRESS OUT. NO HALF SHIRTS, TANK TOPS, CUT OFFS, ETC.
8. STUDENTS ARE TO REMAIN IN THEIR DESIGNATED AREAS UNTIL CALLED FOR AN EVENT. REMAIN BEHIND AND OFF THE ROPES AT ALL TIMES.
9. ALL TEACHERS ARE TO SUPERVISE MEMBERS OF THEIR HOMEROOM/ TEAM UNLESS ASSIGNED ANOTHER DUTY.
10. THE PHYSICAL EDUCATION DEPARTMENT WILL BE THE STARTERS AND FINISHERS FOR ALL EVENTS.
11. POINTS WILL BE SENT BY STUDENTS TO THE SCOREBOARD.

WANNA BE BOSS? HOW TO ORGANIZE...(Continued)

EVENT: _____ GRADE ____

HOMEROOM SECTION TEAM

GIRLS

1st place (10) _____ _____

2nd place (8) _____ _____

3rd place (5) _____ _____

BOYS

1st place (10) _____ _____

2nd place (8) _____ _____

3rd place (5) _____ _____

EVENT: _____ GRADE ____

HOMEROOM SECTION TEAM

GIRLS

1st place (10) _____ _____

2nd place (8) _____ _____

3rd place (5) _____ _____

BOYS

1st place (10) _____ _____

2nd place (8) _____ _____

3rd place (5) _____ _____

EVENT: _____ GRADE ____

HOMEROOM SECTION TEAM

GIRLS

1st place (10) _____ _____

2nd place (8) _____ _____

3rd place (5) _____ _____

BOYS

1st place (10) _____ _____

2nd place (8) _____ _____

3rd place (5) _____ _____

EVENT: _____ GRADE ____

HOMEROOM SECTION TEAM

GIRLS

1st place (10) _____ _____

2nd place (8) _____ _____

3rd place (5) _____ _____

BOYS

1st place (10) _____ _____

2nd place (8) _____ _____

3rd place (5) _____ _____

6TH

HOMEROOM	1 LAP RUN	100 YARD DASH	2 LAP RACE	50 YARD DASH	PIGGYBACK RACE	JAPANESE TWINS RACE	TRIPLES RELAY RACE	SOFTBALL RELAY	EGG TOSS	1 LAP RELAY	4 LAP RELAY	TUG-O-WAR	CANDLES SCAVENGER HUNT	HOMEROOM TOTALS	TEAM PUSH WALK ATT. DRESSING ROOM	GRAND TEAM TOTAL	HR. PLACES	TEAM PLACES 1ST - 2ND
	9:00 9:10	9:15 9:30	9:35 9:50	9:55 10:10	10:15 10:25	10:30 10:45	10:50 11:00	11:05 11:15	11:20 11:30	11:35 11:45	11:50 12:00	12:05 LUNCH			EARLY MAY 11			
AUSTRALIA BLUE 6-1																		
6-2																		
6-9																		
AFRICA WHITE 6-3																		
6-4																		
6-5																		
SOUTH AMERICA ORANGE 6-6																		
6-7																		
6-8																		

KINDERGARTEN FIELD DAY
MAY 14, 1986

EVENTS ARE RAN AS INDIVIDUAL CONTESTS. A FIRST, SECOND, AND THIRD PLACE IS AWARDED TO BOYS AND GIRLS IN EACH EVENT. THE OBJECT IS TO SEE THAT EACH PERSON GETS A CERTIFICATE FOR FIRST, SECOND, AND THIRD PLACE. ALL GIRLS WILL GO AT ONE TIME, THEN ALL BOYS WILL GO.

EVENTS AND ROTATION

AREA I	AREA II	AREA III
KANGAROO HOP	TRASH CAN SHOOT	BALLOON POP
BEAN BAG BALANCE	SUCKER EAT	HULA HOOP JUMP
SKIPPING	GALLOPPING	SOCCER DRIBBLE
AREA IV	**AREA V**	**AREA VI**
FOLDING CHAIR	SACK RACE	SHOE LACE RACE
BUBBLE GUM	JUMP ROPE	SPONGE RACE
SIMON	LACE UP RACE	ZIP LOCK RACE
AREA VII	**AREA VIII**	
EAT AWAY	WATER RELAY	
DASH	TENNIS SPOON	
BALL CATCH	FETCH AND CARRY	

SCHEDULE

8:15 - 8:30	REPORT OUTSIDE	10:45 - 11:00	6TH AREA
8:30 - 8:45	FIRST AREA	11:00 - 11:30	LUNCH
8:45 - 9:00	SECOND AREA	11:30 - 12:15	NAP
9:00 - 9:15	THIRD AREA	12:15 - 12:35	TUG OF WAR
9:15 - 9:30	FOURTH AREA	12:40 - 1:05	M & M DAY
9:30 - 9:55	BREAK	1:05 - 1:20	EAT M & M'S
10:00 - 10:15	FIFTH AREA	1:20 - 1:30	HULA HOOP RELAY
10:15 - 10:30	SIXTH AREA	1:40 - 1:55	WATER BALLOONS
10:30 - 10:45	SEVENTH AREA	1:55 - 2:05	BREAK

ROTATION

AREA I	**AREA V**
TRUE BOYS	BEHRMAN BOYS
AREA II	**AREA VI**
TRUE GIRLS	BEHRMAN GIRLS
AREA III	**AREA VII**
SMITH BOYS	DEEGAN BOYS
AREA IV	**AREA VIII**
SMITH GIRLS	DEEGAN GIRLS

MAY 14, 1986
FIRST - SECOND - THIRD GRADES

EACH TEACHER WILL HAVE THREE SCORE SHEETS - ONE FOR EACH GRADE. PLEASE KEEP THE SCORE ON THESE SHEETS.
MARK DOWN SCORE, EVENT AND TOTAL.
RUN EACH EVENT ONE TIME GIVING EACH RACE A FIRST, SECOND, AND THIRD PLACE WINNER.
GIVE FIVE POINTS FOR FIRST - THREE POINTS FOR SECOND - ONE POINT FOR THIRD.
IF A TEAM HAS AN UNEVEN NUMBER OF PARTICIPANTS - HAVE ONE CHILD GO TWICE.
PLEASE TRY NOT TO LEAVE ANYONE OUT.

EVENTS AND ROTATION

AREA I	AREA V	AREA IX
BALLOON BLOW UP, CARRY & POP	PARTNER TUBE RACE	TENNIS SPOON
HURDLES	SPONGE RACE	PIGGY BACK
AREA II	**AREA VI**	**AREA X**
JUMP ROPE	CAP ON A STICK	TEE SHIRT RACE
3 LEGGED RACE	BUBBLEGUM RELAY	DASH
AREA III	**AREA VII**	**AREA XI**
TIRE CARRY	SACK RACE	WATER RELAY
TIRE ROLL	BALL OVER & UNDER	SKIPPING
AREA IV	**AREA VIII**	**AREA XII**
SHOELACE RELAY	EAT AWAY	SUITCASE RACE
FOLDING CHAIR	PASS & GO	CARRY & FETCH

SCHEDULE

8:15 - 8:30	REPORT OUTSIDE	10:30 - 10:40	TENTH RELAY
8:30 - 8:40	FIRST RELAY	10:40 - 10:50	ELEVENTH RELAY
8:40 - 8:50	SECOND RELAY	10:50 - 11:00	TWELFTH RELAY
8:50 - 9:00	THIRD RELAY	11:15 - 12:15	LUNCH
9:00 - 9:10	FOURTH RELAY	12:15 - 12:35	TUG OF WAR
9:10 - 9:20	FIFTH RELAY	12:40 - 1:05	M & M DAY
9:20 - 9:30	SIXTH RELAY	1:05 - 1:20	EAT M & M'S
9:30 - 9:55	BREAK	(CLASSES MAKE CIRCLES)	
10:00 - 10:10	SEVENTH RELAY	1:20 - 1:30	HULA HOOP RELAY
10:10 - 10:20	EIGHTH RELAY	1:40 - 1:55	WATER BALLOONS
10:20 - 10:30	NINTH RELAY	1:55 - 2:05	BREAK

AWARDS WILL BE GIVEN IN ROOMS

AREA I - FIRST GRADE	AREA V - SECOND GRADE	AREA IX - THIRD GRADE
ZEBRAS, HORSES, TIGERS	ZEBRAS, HORSES, TIGERS	ZEBRAS, HORSES, TIGERS
AREA II - FIRST GRADE	**AREA VI - SECOND GRADE**	**AREA X - THIRD GRADE**
BEARS, DOGS, CATS	BEARS, DOGS, CATS	BEARS, DOGS, CAT
AREA III - FIRST GRADE	**AREA VII - SECOND GRADE**	**AREA XI - THIRD GRADE**
CUBS, LIONS, FROGS	CUBS, LIONS, FROGS	CUBS, LIONS, FROGS
AREA IV - FIRST GRADE	**AREA VIII- SECOND GRADE**	**AREA XII- THIRD GRADE**
RABBITS,SQUIRRELS,DEER	RABBITS,SQUIRRELS, DEER	RABBITS,SQUIRRELS,DEER

TUG OF WAR

SCHEDULE

FIRST ROUND - KINDERGARTEN

DEEGAN	VS	BEHRMAN
TRUE	VS	SMITH

SECOND ROUND - KINDERGARTEN

DEEGAN	VS	TRUE
BEHRMAN	VS	SMITH

THIRD ROUND - KINDERGARTEN

DEEGAN	VS	SMITH
TRUE	VS	BEHRMAN

FIRST ROUND - FIRST GRADE

CLAY	VS	RAINEY
CORNELL	VS	GILLAND

SECOND ROUND - FIRST GRADE

CLAY	VS	GILLAND
RAINEY	VS	CORNELL

THIRD ROUND - FIRST GRADE

CLAY	VS	CORNELL
GILLAND	VS	RAINEY

FIRST ROUND - SECOND GRADE

BYE	VS	SMITH
HEAD	VS	VINEYARD

SECOND ROUND - SECOND GRADE

BYE	VS	VINEYARD
SMITH	VS	HEAD

THIRD ROUND - SECOND GRADE

BYE	VS	HEAD
VINEYARD	VS	SMITH

FIRST ROUND - THIRD GRADE

BYE	VS	NORTHCUTT
BYRAM	VS	SEAGRAVES

SECOND ROUND - THIRD GRADE

BYE	VS	SEAGRAVES
NORTHCUTT	VS	BYRAM

THIRD ROUND - THIRD GRADE

BYE	VS	BYRAM
SEAGRAVES	VS	NORTHCUTT

KINDERGARTEN SCORE SHEET

CLASS	EVENT NAME: BOYS	GIRLS	EVENT NAME: BOYS	GIRLS	EVENT NAME: BOYS	GIRLS
TRUE	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	
SMITH	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	
BEHRMAN	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	
DEEGAN	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	

TEACHER SIGN UP

AREA I	AREA VII
AREA II	AREA VIII
AREA III	AREA IX
AREA IV	AREA X
AREA V	AREA XI
AREA VI	AREA XII

HOMEROOM SCORESHEET

CLASS -

EVENTS:

PARACHUTE - TIME:

POLE CLIMB - TIME:

PARALLEL BARS - TIME:

OBSTACLE COURSE TIRES - TIME:

CAGEBALL KEEP UP - NUMBER:

BASKETBALL FREE THROW - NUMBER:

FOURTH & FIFTH GRADE FIELD DAY
MAY 23, 1986

EACH TEACHER WILL HAVE TWO SCORE SHEETS - ONE FOR EACH GRADE.
MARK SCORE, EVENT, AND TOTAL FOR EACH TEAM.
RUN EACH EVENT ONE TIME GIVING EACH RACE A FIRST, SECOND, & THIRD PLACE.
GIVE 5 POINTS FOR FIRST - 3 POINTS FOR SECOND - 1 POINT FOR THIRD.
RUN THE FIRST 2 RACES LISTED THE FIRST TIME YOU HAVE YOUR TEAMS.
THE TEAMS WILL BE AT EACH STATION TWICE.
THE SECOND TIME THE TEAMS ARE AT YOUR AREA RUN THE NEXT TWO RACES.
IF A TEAM HAS AN UNEVEN NUMBER HAVE ONE CHILD TO GO TWICE. PLEASE DO NOT LEAVE ANYONE OUT.

EVENTS & ROTATION

AREA I
- BALLOON BLOW UP, CARRY & POP
- COFFEE CAN SHAKE
- CAN STACKING
- SOCCER DRIBBLE

AREA II
- JUMP ROPE RELAY
- 3 LEGGED RACE
- PASS & GO
- MARABLE RACE

AREA III
- TIRE CARRY
- TIRE ROLL
- SKIPPING
- GROOVEE LOOP

AREA IV
- PARTNER TUBE RACE
- FOLDING CHAIR
- CARRY & FETCH
- OVER & UNDER

AREA V
- PIGGY BACK
- EAT AWAY
- SHOE LACE RACE
- SPONGE RACE

AREA VI
- HURDLES
- DASH
- BUBBLEGUM
- WHEELBARROW

AREA VII
- SACK RACE
- CAP ON A STICK
- TEE SHIRT
- SUIT CASE RACE

AREA VIII
- WATER RELAY
- HULA HOOP JUMP
- TENNIS SPOON
- BEAN BAG BALANCE

SCHEDULE

8:20	8:30	REPORT OUTSIDE
8:30	8:36	1ST RELAY
8:36	8:42	2ND RELAY
8:42	8:48	3RD RELAY
8:48	8:56	4TH RELAY
8:56	9:02	5TH RELAY
9:02	9:08	6TH RELAY
9:08	9:14	7TH RELAY
9:14	9:20	8TH RELAY
9:25	9:50	BREAK
9:50	9:56	1ST AREA 2ND TIME
9:56	10:02	2ND AREA 2ND TIME
10:02	10:08	3RD AREA 2ND TIME
10:08	10:14	4TH AREA 2ND TIME
10:14	10:20	5TH AREA 2ND TIME
10:20	10:26	6TH AREA 2ND TIME
10:26	10:32	7TH AREA 2ND TIME
10:32	10:38	8TH AREA 2ND TIME
10:40	10:50	1ST HOMEROOM EVENT
10:50	11:00	2ND HOMEROOM EVENT
11:00	11:10	3RD HOMEROOM EVENT
11:10	11:20	4TH HOMEROOM EVENT
11:20	11:30	5TH HOMEROOM EVENT
11:30	11:40	6TH HOMEROOM EVENT
11:45	12:40	LUNCH
12:45	1:10	M & M FIELD DAY
1:10	1:15	PARADE OF M & M'S
1:15	1:30	TUG OF WAR
1:30	1:40	HULA HOOP RELAY
1:40	1:50	WATER BALLOON
1:50	2:10	BREAK

TEAM SET UPS

AREA I - 4TH GRADE
BRAVES, REDS, YANKEES

AREA II - 4TH GRADE
METS, ASTROS, CUBS

AREA III - 4TH GRADE
PIRATES, RED SOXS, DODGERS

AREA IV - 4TH GRADE
SAINTS, ANGELS, PHILLIES

AREA V - 5TH GRADE
BRAVES, REDS, YANKEES

AREA VI - 5TH GRADE
METS, ASTROS, CUBS

AREA VII - 5TH GRADE
PIRATES, RED SOXS, DODGERS

AREA VIII - 5TH GRADE
SAINTS, ANGELS, PHILLIES

HOMEROOM EVENT SET UP

GRIMMETT
- PARACHUTE
- POLE CLIMB
- PARALLEL BARS
- OBSTACLE COURSE TIRES
- CAGEBALL KEEP UP
- BASKETBALL FREE THROW

A. COX
- OBSTACLE COURSE TIRES
- CAGEBALL KEEP UP
- BASKETBALL FREE THROW
- PARACHUTE
- POLE CLIMB
- PARALLEL BARS

INGLE
- POLE CLIMB
- PARALLEL BARS
- OBSTACLE COURSE TIRES
- CAGEBALL KEEP UP
- BASKETBALL FREE THROW
- PARACHUTE

N. COX
- CAGEBALL KEEP UP
- BASKETBALL FREE THROW
- PARACHUTE
- POLE CLIMB
- PARALLEL BARS
- OBSTACLE COURSE TIRES

GARMON
- PARALLEL BARS
- OBSTACLE COURSE TIRES
- CAGEBALL KEEP UP
- BASKETBALL FREE THROW
- PARACHUTE
- POLE CLIMB

BECK
- BASKETBALL FREE THROW
- PARACHUTE
- POLE CLIMB
- PARALLEL BARS
- OBSTACLE COURSE TIRES
- CAGEBALL KEEP UP

TUG OF WAR

FIRST ROUND - 4TH GRADE

BYE	VS	GRIMMETT
INGLE	VS	GARMON

SECOND ROUND - 4TH GRADE

BYE	VS	GARMON
GRIMMETT	VS	INGLE

THIRD ROUND - 4TH GRADE

BYE	VS	INGLE
GARMON	VS	GRIMMETT

FIRST ROUND - FIFTH GRADE

BYE	VS	N.COX
A.COX	VS	BECK

SECOND ROUND - 5TH GRADE

BYE	VS	BECK
A.COX	VS	N.COX

THIRD ROUND - 5TH GRADE

BYE	VS	A.COX
BECK	VS	N.COX

49

51

WANNA BE BOSS? HOW TO ORGANIZE...(Continued)

TEAM NAME	GRADE	EVENT NAME	EVENT NAME	TOTAL POINTS
ZEBRAS				
HORSES				
TIGERS				
BEARS				
DOGS				
CATS				
CUBS				
LIONS				
FROGS				
RABBITS				
SQUIRRELS				
DEER				

F-25

52

F-26

THE DEVELOPMENT OF LOCOMOTOR SKILLS

John L. Haubenstricker, Michigan State University, East Lansing

Motor Performance Study
Michigan State University
SUMMARY OF FUNDAMENTAL MOTOR SKILL STAGE CHARACTERISTICS

REVISED
Fall 1985

FUNDAMENTAL MOTOR SKILL	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
THROW	Vertical wind-up "Chop" throw Feet stationary No spinal rotation	Horizontal wind-up "Sling" throw Block rotation Follow-through across body	High wind-up Ipsilateral step Little spinal rotation Follow-through across body	High wind-up Contralateral step Little spinal rotation Follow-through across body	Low wind-up Contralateral step Segmented body rotation Arm-leg follow-through
STRIKE	"Chop" strike Feet stationary	Horizontal push/swing Block rotation Feet stationary/stepping	Ipsilateral step Diagonal swing	Contralateral step Segmented body rotation Wrist follow through	
CATCH	Delayed arm action Arms straight in front until ball contact, then scooping action, to chest Feet stationary	Arms encircle as ball approaches Ball is "hugged" to chest Feet stationary or may take one step	"To chest" catch Arms "scoop" under ball to trap it to chest Single step may be used to approach ball	Catch with hands only Feet stationary or limited to one step	Catch with hands only while body moves through space
KICK	Little leg wind up Stationary position Foot "pushes" ball Step backward after kick kick	Leg wind up to the rear Stationary position Opposition of arms and legs	Moving approach Foot travels in a low arc Forward or sideward step step on follow through	Rapid approach Leap before kick Hop after kick Backward trunk lean during wind up	
PUNT	No leg wind up Ball toss erratic Body stationary Push ball/step back	Leg wind up to the rear Ball toss still erratic Body stationary Forceful kick attempt	Preparatory step(s) Some arm/leg yoking Ball toss or drop	Rapid approach Controlled drop Leap before ball contact Hop after ball contact	
LONG JUMP	Arms act as "brakes" Large vertical component Legs not extended	Arms act as "wings" Vertical component still great Legs near full extension	Arms more forward on take-off Hands to head height Take-off angle still above 45° Legs often fully extended	Complete arm & leg extension at take-off Take-off near 45° angle Thighs parallel to surface when feet contact for landing	
RUN	Arms-high guard Flat footed contact Short stride Wide stride-shoulder width	Arms-middle guard Transverse arm swing Flat footed contact-sometimes heel-toe	Arms-low guard Arm opposition-elbows nearly extended Heel-toe contact	Heel-toe contact Arm-leg opposition High heel recovery	
HOP	Non-support foot in front with thigh parallel to floor Body erect Hands shoulder height	Non-support knee flexed with knee in front & foot behind support leg Slight body lean forward Bilateral arm action	Non-support thigh vertical with foot behind support leg-knee flexed More body lean forward Bilateral arm action	Pendular action on non-support leg	
GALLOP	Resembles rhythmically uneven run Trail leg crosses in front of lead leg during airborne phase, remains in front at contact	Slow-moderate tempo, choppy rhythm Trail leg stiff Hips often oriented sideways Vertical component exaggerated	Smooth, rhythmical pattern, moderate tempo Feet remain close to ground Hips oriented forward		
SKIP	Broken skip pattern or irregular rhythm Slow, deliberate movement Ineffective arm action	Rhythmical skip pattern Arms provide body lift Excessive vertical component	Arm action reduced Easy, rhythmical movement Support foot near surface on hop		

FOR EDUCATIONAL USE ONLY.

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THE INTEGRATED CURRICULUM IN PHYSICAL EDUCATION: TEACHING MOVEMENT CONCEPTS THROUGH THE CURRICULUM (K-8)

Beverly A. Nichols - University of Vermont, Burlington

As the body of knowledge in all areas continues to increase at a rapid rate, education has shifted its emphasis in curriculum planning from the accumulation of facts to the development of learning skills that enable the individual to continue to learn throughout life. The movement curriculum combines the content of physical education with the development of a process that enhances lifelong learning. It provides children with the knowledge about their movement as they learn to move efficiently and effectively. These skills and knowledges are presented in a way that encourages thinking and self discovery. (1)

The goal of physical education is preparation for a lifetime of physical activity. Most of the activities through which learning begins during the elementary school years will not be the activities in which future adults will participate. Therefore, school physical education programs must be designed to not only meet present needs, but also to provide the basis for learning in the future. To accomplish this task, physical education activities should be designed to develop understanding of the human movement potential as well as the laws which influence movement efficiency. In addition, they must develop skill-full movers with attention to the fundamental movement skills from which future movement skills will emerge. And finally, the program should foster those social skills necessary for successful and enjoyable participation.

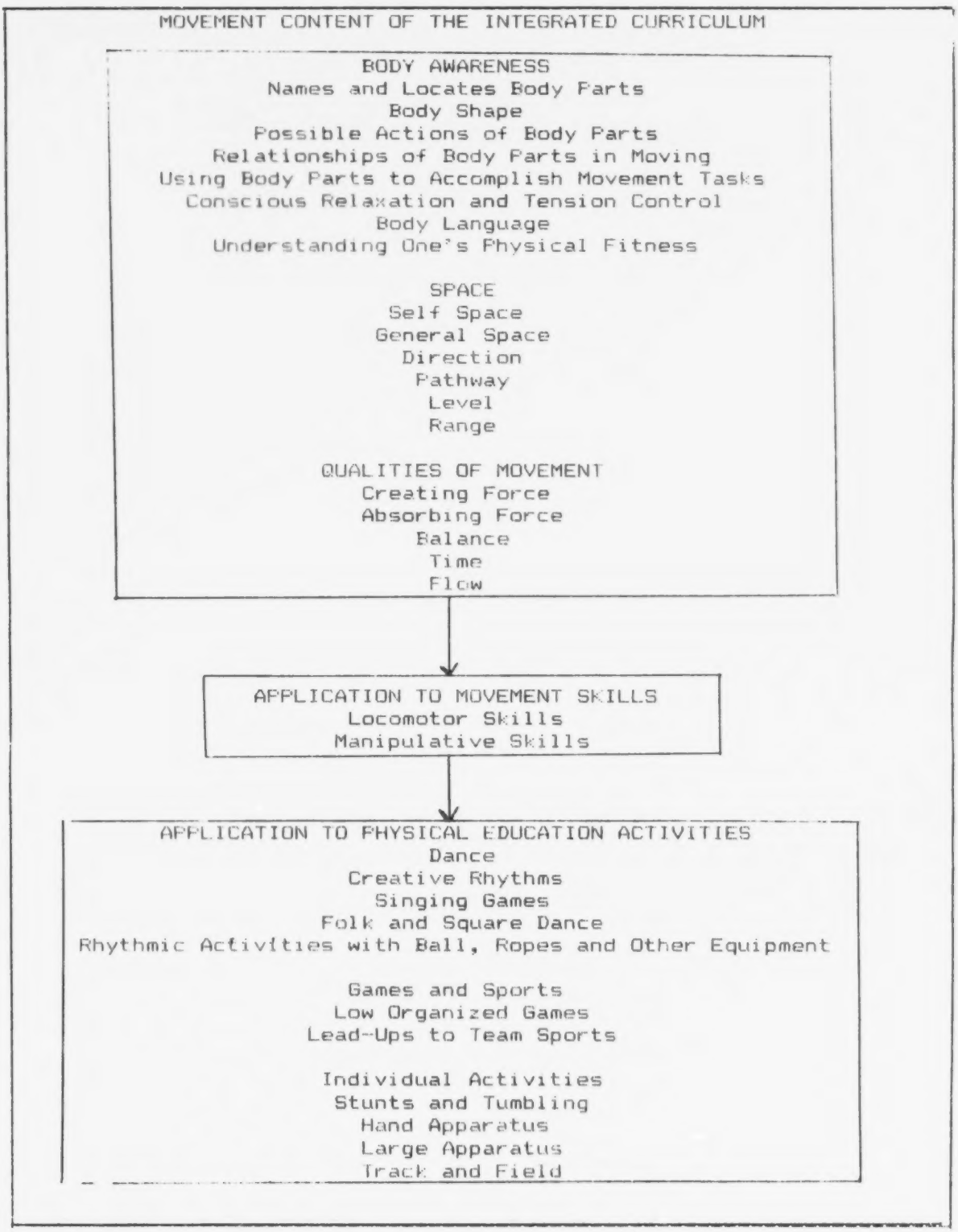
While the content of the integrated curriculum may appear to be similar to that which is commonly taught in many elementary schools today, the approach is different. While many schools teach one or more units in the movement content, the relationship between what is learned there is not necessarily related to the learning in other activity units. In the integrated curriculum which should extend from kindergarten to grade twelve, the knowledge learned in the early movement concept units is applied to all other learning in physical education. In this way each unit becomes the means to greater understanding of the human movement potential and application of movement principles rather than ends in themselves.

In the integrated movement curriculum, the beginning years are devoted to the development of an understanding of human movement with application of these knowledges to fundamental movement skills and other physical education activities as the children are ready. In the remaining school years this knowledge is applied to more and more complex movement situations as the students engage in a variety of individual and group sport and dance activities.

In achieving our goals of preparation for a lifetime, it is important to structure learning situations to encourage the students to think, to analyze the skills and strategies needed to accomplish activity goals, to seek solutions, test them, and to evaluate the result of their actions. Since transfer of learning from one situation to another does not automatically take place, the teacher has a very important role in helping students see relationships and to apply old learnings to new situations. As students are encouraged to find their own solutions to the movement challenges each activity provides, they take a step toward acquiring those skills necessary for continued learning and successful participation throughout their lifetime.

References:

1. Nichols, Beverly A. Moving and Learning, The Elementary School Experience, 1986, St. Louis, Times Mirror Mosby


MOVEMENT CONTENT OF THE INTEGRATED CURRICULUM
BODY AWARENESS
Names and Locates Body Parts
Body Shape
Possible Actions of Body Parts
Relationships of Body Parts in Moving
Using Body Parts to Accomplish Movement Tasks
Conscious Relaxation and Tension Control
Body Language
Understanding One's Physical Fitness
SPACE
Self Space
General Space
Direction
Pathway
Level
Range
QUALITIES OF MOVEMENT
Creating Force
Absorbing Force
Balance
Time
Flow
APPLICATION TO MOVEMENT SKILLS
Locomotor Skills
Manipulative Skills
APPLICATION TO PHYSICAL EDUCATION ACTIVITIES
Dance
Creative Rhythms
Singing Games
Folk and Square Dance
Rhythmic Activities with Ball, Ropes and Other Equipment
Games and Sports
Low Organized Games
Lead-Ups to Team Sports
Individual Activities
Stunts and Tumbling
Hand Apparatus
Large Apparatus
Track and Field

HOW TO TEACH SECONDARY OUTDOOR EDUCATION ON CAMPUS

Claudia Hutchins - Washington High School, Atlanta City Schools

Outdoor education, as it will be presented, is a unique part of the physical education program at B. T. Washington High School. The definition of outdoor education provided by Smith, et al. in Outdoor Education has been adopted as a basis for the course and is stated as:

> "Outdoor education is a means of curriculum enrichment through experiences in and for the outdoors. It is a learning climate which offers opportunities for direct laboratory experiences in identifying and resolving real-life problems, for acquiring skills with which to enjoy a lifetime of creative living, for attaining concepts and insights about human and natural resources, and for getting us back in touch with those aspects of living where our roots were one firmly established."

The course to be presented is designed to help students find pleasure from outdoor living while safeguarding their health and the natural environment. It should help the student appreciate the out of doors as a recreational resource, assume responsibility for daily living chores and work cooperatively in a group.

Units included in the course are:

- Safety and first aid
- Group dynamics
- Sanitation and personal hygiene
- Orienteering
- Pioneer life skills
- Camping and hiking
- Health Maintenance
- Ecology
- Fishing and shooter sports

The course was designed to meet most of all objectives on the school campus. It is desirable, where possible, to have off campus experiences included in the course.

A course guide will be given to each person attending the session.

COOPERATIVE FIELD DAYS: A NEW TWIST ON AN OLD EVENT (K-8)

Rip Marston, University of Northern Iowa, Cedar Falls

Most elementary/middle schools perform some form of field day during the course of the school year. For many, this day takes on a very competitive atmosphere where children vie for the recognition to be the best in their selected events. Although this type of field day may have its value and place in the physical education curriculum, there is an alternative type of field day which can be utilized by the elementary/middle school teachers. This alternative is a field day which utilizes a combination of cooperation games and "would record" activities which not only work on enhancing physical skills of the children, but also their effective and cognitive abilities as well.

This presentation will pertain to the development and administration of a cooperative field day for elementary and middle school students. Discussions will focus on the creation of activities which requires cooperation on the part of the participants in each to be successful, rather than the competitive goal structures which usually dominate the traditional elementary/middle school field day. Examples of previously held cooperative field days will be provided and the mechanics of the delivery system will be detailed.

Sample "World" Record Events

Event: Basketball Dribble
Objective: To dribble a basketball as many times as possible within the time limit.
Rules: In partners, one partner begins to dribble a ball on the signal while the other partner counts. The ball must bounce at least knee high to be counted.
Scoring: One point for each legal dribble made. Partners switch responsibilities at the end of the time limit and the event is repeated. Total dribbles for each person will be added for collective score. (Note: This event can also be done using bounce passes or shooting baskets.)

Event: Feet It
Objective: To jump rope as often as possible in a specified time period.
Rules: In partners, one partner jumps rope while the other partner counts the successful jumps. At the end of the time period, partners switch responsibilities and repeat the event.
Scoring: One point for each successful jump. Total number for each student will be added for the group's collective score.

Event: On Chute!
Objective: To get as many players as possible under a parachute.
Rules: The edges of the parachute must be flat on the ground, no pushing or shoving allowed; each group may select individuals to either enter the parachute or to hold the parachute down.
Scoring: One point for each player under the parachute.

Event: All Aboard the (name of the school) Express
Objective: To get as many players as possible inside a hoop/or on a carpet square.
Rules: To be considered inside the hoop or on the carpet square, the player must have at least one body part touching inside the hoop or on the carpet square.
Scoring: One point for each person with at least one body part inside the hoop or on the carpet square. Largest total points for any class will be recorded as the record for that grade level.

Event: Ecology Race
Objective: To prepare a safe and a more attractive environment to play in.
Rules: Each team has one plastic trash bag. Each player may also possess a paper bag or share one with a friend. On the signal, each team has three minutes to pick up any type of litter or debris located in the games area. Anything that doesn't fit into the playground's natural environment (ie. sticks, rocks, glass, metal, paper) is free game.
Scoring: One point will be awarded for each pound of litter recovered. Total pounds recovered will be recorded for the record.

Event: Bean Bag Balancing
Objective: To walk as far as possible away from the school while balancing a bean bag on the head.
Rules: The player will begin walking a 30 yard course with a bean bag on his/her head. Once reaching the other end of the course, the player gives the bean bag to another player who walks back to the starting line and the procedure is repeated. If the bean bag falls off the head, the player cannot continue walking until the bean bag is again balanced on the head. Once balanced, the hands can not touch the bean bag unless it is to pick it up off of the ground.
Scoring: Total yardage for the afternoon will be recorded for the record.

Event: The Long Long Long Jump
Objective: To collectively jump our way out of Cedar Falls
Rules: The player may get a running start and performs a broad jump. The legal take off point is the same point at which the previous player landed.
Scoring: Total footage for all participants will be recorded as the record.

Event: Distance Throwing
Objective: To collectively throw a softball to home plate in the Waterloo Indians Stadium
Rules: Partners will be 25 or 50 feet apart and throw a softball to one another using an overhand pattern. Only those throws which are done in an overhand pattern and caught by the partner will count as successful throws toward the total distance. Partners may decide from which distance they would like to throw. Accuracy and consideration for your partner may prove to be more fruitful than speed. The event will last approximately six minutes for each group.
Scoring: The number of successful throws multiplied by the distance will provide a total footage for the recorded record.

Event: Collective Jacks
Objective: To pick up as many objects as possible before a tossed ball hits the ground.
Rules: The players can not begin to pick up an object before the ball is tossed and must stop picking up objects once the ball hits the ground.
Scoring: One point will be rewarded for each object collected. Highest number of objects collected per group will be totaled for the record.

Event: Pharaoh's Revenge
Objective: To build the world's longest two tier pyramid using upper elementary students.
Rules: Bases must be on hands and knees, shoulder to shoulder. Tops also on hands and knees with weight evenly distributed on the shoulder and hips of the bases. The complete pyramid must be held for five seconds in order to count as a successful attempt.

Event: That's Using Your Head
Objective: To have as many students do a headstand simultaneously as possible.
Rules: All headstands must be unassisted. On the signal the player must do a headstand and hold it for three seconds for the headstand to be declared legal.
Scoring: One point awarded for each person successfully holding the headstand during the specified time. Total points will be recorded for the record.

Event: Cooperative Get-Up
Objective: To have as many players as possible go from a sitting to a standing position using a partner's back for support.
Rules: Players are sitting down, back to back with elbows interlocked and legs out straight. On the signal, the players have five seconds to stand up without releasing their partners.
Scoring: One point awarded for each pair who stands within the time limit. Total number of successful pairs will be recorded for the record.

Sample Time Schedule

Mornings

10:00 - 10:05	Ecology Race
10:05 - 11:25	Rotation to Stations (10 stations @ 8 minutes each)
11:25 - 11:45	Large group activities (Oh Chute, Lap Sit, Wind the Clock)
11:45 -	Clean up and go to lunch

Afternoons

1:00 -	"Let The Festival Begin!" - Ecology Race
1:05 - 2:33	Rotation to Stations (10 stations @ 8 minutes each)
2:33 - 2:40	"Pharaoh's Revenge" event
2:40 - 2:45	"That's Using Your Head" event
2:45 - 2:50	"Oh Chute" event
2:50 - 2:55	"Wind the Clock" event
2:55 - 3:00	"Lap Sit" event
3:00 - 3:15	Clean up and collapse

Samples of Cooperative Events

Depending on the goals and objectives of the teacher, a timing factor or a cooperation evaluation scale may be added to the described activity. "Beach Ball Balance", for example, becomes an event in which groups of 4-6-8 or even the whole class is timed while going through an obstacle course. During "Knots", observers (parents?) can watch students participate in the activity and evaluate each group as to their ability to share ideas, work together, etc. If points are being earned in other events, point values can be given the observation scale and recognition given to the most cooperative group. In addition to the cooperative activities already described in the cooperative activity section, following are several additional examples.

Tell Me Where It Is!

The class forms one large circle except of 3-5 students who are blindfolded and are standing inside the curb. The leader randomly places 5-6 traffic cones inside the circle. On the signal, the children who are standing on the circle try to direct (without touching) the blindfolded children to the cones. Once located, the cone is to be knocked down. The event can be timed to determine how fast the cones were knocked down. After one group has found the cones, rotate a new group of children inside the circle. If scoring is needed, the fastest time for any one group can be the classes score or add all of the times to get a cumulative score. Expect alot of yelling and loud cheering in this one.

Pac Man

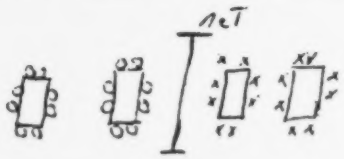
The class forms a double circle about arms length apart, facing each other. One child is standing in the lane made by the two circles. Opposite this child, also in the lane, is a 3'-5' ball. The object of the game is for the two circles of children to try to pass the cage ball fast enough to tag the runner. The cage ball may change directions at any time. Rotate the runner after each tag or 60 seconds whichever comes first.

Pass the Hoop

Students are standing in a circle holding hands. Hoops are placed on opposite sides of the circle by asking two students to release their grips, reach through the hoop and regrasp each other's hands. The hoop will hang from their grips. Do the same thing on the other side of the circle, or for more action, for each quarter of the circle. On the signal, the group tries to move the hoops to the next player without letting go of hands. To add excitment, have half of the hoops travel clockwise while the other half travel counterclockwise. When two hoops meet, a great deal of cooperation is required to pass the hoops through one another!

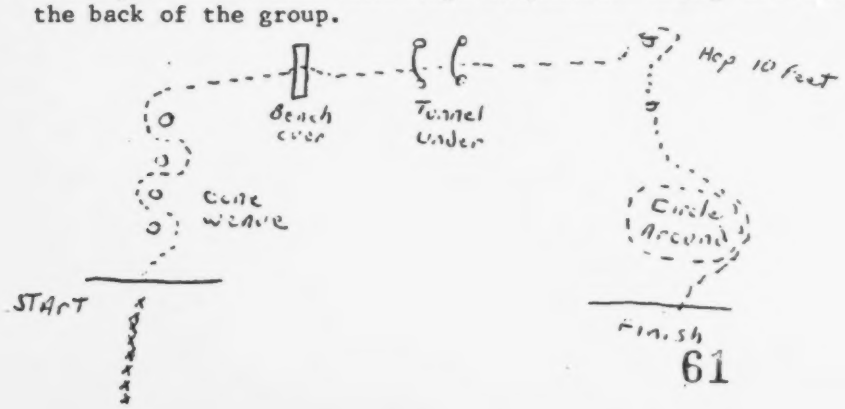
Blanket Volleyball

Teams are placed on each side of a volleyball net. Both teams are divided into two groups, each with its own blanket. The game begins with one team "serving" the ball over the net. The other team must catch the ball in their blanket and either return the ball over the net or pass it to their teammates who return the ball. All of this must be done soley with the use of the blankets. Hands can not be removed from the blankets and anytime that a ball touches the ground, a point is awarded the other team, unless the ball was out of bounds. The 3 hit rule may or may not be instituted. Groups rotate positions after each point.



Centipede Obstacle Course

Groups of 10 to 30 form lines by students holding on to the person's waist in front of them. On the signal, the first person in line leads the group through an obstacle course such as diagramed below. Ofter a practice run and strategy planning session, each group is timed for the course. Penalities include: release of a hand = 2 seconds added to score; release of both hands = 5 seconds added; falling down = 5 seconds per each person that fell; other miscellanous penalities can be added depending on the course. These penalities will encourage cooperation among the front of the group and the back of the group.



PRESCHOOL MOVEMENT ACTIVITIES FOR AGES 2-6 F-35

Larry Satchwell, Children On the Move - Lilburn &
Steve Sanders, Children's Movement Center - Marietta

This preschool movement workshop will feature children participating in age appropriate movement activities in the areas of rhythm and dance, locomotor skill development, gymnastics, and ball handling skills.

At no time in life is the body learning and developing as fast as it is from birth to six years of age. Moving is a child's most natural and effective way of expressing himself. Planned movement experiences help nurture and encourage normal physical growth.

Planned movement experiences ensure that sensitive periods for acquiring motor skills are not neglected. Motor skills acquisition in early childhood is a fairly orderly sequential process influenced by both maturation and experience. At certain times children reach sensitive "readiness" periods, during which skills are acquired with the least expenditure of time and energy. Unfortunately, the onset of such periods is difficult to predict and varies among children. Without planned and frequent exposures to movement possibilities, these sensitive periods can be missed. If they are, later attempts to acquire the skill or skills in question will be difficult and frustrating at best.

Planned movement experiences encourages the formation of a solid foundation of fundamental fine and gross motor patterns. Children can later build upon these basic skills to more specialized skills.

Planned movement experiences foster the development of feelings of security, self-confidence, and self-worth. In addition, planned movement experiences encourage risk-taking behavior in controlled, supervised environments. Such risk-taking behaviors prepare children to seek a wider variety of learning opportunities later on in life.

Movement experiences directed by well prepared teachers can provide joy and pleasure beyond that of pure play. Such enjoyment helps give learning meaning. Planned experiences can give children an opportunity to develop social and communication skills. Without the proper environment, such "playtime" often ends with someone who is unhappy. i.e. "Johnny hit me!"

A well developed preschool movement program should provide a wide range of movement possibilities. Some lessons should provide the child with gross motor experiences (e.g., catching, throwing, climbing, running, kicking, skipping, etc.). Others should help children accurately perceive concepts involved in moving (e.g., where they are in space, how can you control the speed of the body).

A program should provide developmentally appropriate equipment and apparatus. Several pieces of equipment the same shape, but of different size and weight should be provided. Pieces that are the same size but of different color and shape are also beneficial. Children most often will choose the right piece of equipment for themselves. They do this because they can have success with it. Success breeds success, so they will move on to something more challenging.

Workshop presenters, Larry Satchwell and Steve Sanders, will discuss philosophy of preschool programs along with ideas on curriculum and equipment.

The majority of workshop time will be spent observing children as they participate in movement activities.

Features classes include a 2 year old class of children and their parents.

Three, four and five year old children will demonstrate rolling and balancing activities, locomotor skill activities and place an emphasis on the ball handling skills of striking, throwing and catching.

FITNESS AND FUN FOR EVERYONE (K-8)

John P. Bennett, Artie Kamiya & Larry G. McDonald, Division of Health, Physical Education, Safety & Sports, North Carolina Dept. of Public Instruction, Raleigh

GOALS OF SESSION

Focus on the "why's" and "how to's" of physical fitness activities for school age children and youth.

As a result of attending this session, the participant will:

1. know the essentials of a program that will develop the physical fitness of children and youth;
2. experience the kinds of activities necessary to develop total fitness;
3. be able to develop "quality" total fitness intervention programs;
4. be much more knowledgeable and confident in teaching fitness activities.

OUTLINE OF SESSION

I. Activities to develop fitness - Opening
   - A. Name and describe
   - B. Experience the various activities
   - D. Discuss

II. Facts-Middle
   - A. Current fitness status of our nation
   - B. The fitness needs of our children and youth
   - C. Guidelines to develop and maintain fitness
   - D. Physical fitness and exercise resources

III. Closing
   - A. Facts and fitness
   - B. Where we are going
   - C. Summary

ACTIVITY LIST

Talking Drum

Object Manipulation

Obstacle Courses

Grids

Follow the Leader

Partner Over and Under

Station Approach or Circuit Training

Four Corners

Rhythmic Aerobic Movement

Open Movement

Run/Stop/Pivot

Agility Run

Marking

Modified Games

Lines Length of Room

Friday Roll Call Jog

Indy 500

Lines and Leaders

Countdown

Towel/Rug Exercise

Fitness Circuits

Line and Folk Dancing

F-38 **RECIPROCAL-STYLE TEACHING FOR LEARNING THE CRITERIA OF THE MOST DIFFICULT SKILL IN A UNIT (4-12)**

Steve Moyer - Oklahoma State University, Stillwater

A RECIPROCAL CRITERIA SHEET AND A NONTRADITIONAL BATTING STYLE

This article has two purposes, to present a nontraditional style of batting and to give an example of an effective method of teaching a specific skill with clear criteria. The criterion sheet contains a visual sequence of preparation-action-follow through, cue words, and concise criteria that not only allows a student to observe another batter, but to internalize the components of this batting style. This reciprocal criteria sheet was developed after studying Mosston's Spectrum of Teaching Styles as part of the Elementary Physical Education Methods Course at Oklahoma State University. (Mosston, 1981)

The reciprocal style can be an efficient and effective method of teaching physical education classes. Reciprocal style teaching should be utilized for the most complex skill in a unit for which clear concise criteria can be identified.

The instructor before organizing groups of learners would explain the roles of the doer and observer, the use of the criteria sheet and how to provide appropriate positive and corrective feedback. A demonstration of this style of batting would be given with each stage explained and analyzed. The instructor during the reciprocal lesson is free to observe the total class and answer questions from the observers.

The instructor would organize triads with one student as the doer (batter), one student as the observer, and another student as the retriever of the ball. The students would perform each of the roles during the class period. Conventional batting tees can be used if available or cone markers sitting on cardboard boxes. Wiffle bats and balls have been used successfully in this practice situation. Also, this criteria sheet could be utilized for individualized instruction with a student that was having difficulty learning this skill. The instructor would assume the role of the observer and the student would be the doer or batter.

The student must clearly understand the criteria and conscientiously check and utilize the criteria sheet to provide valuable positive and corrective feedback to the learner. The doer performs the task but stops after each set of hits (two hits) to give the observer time to check the criteria sheet and provide appropriate feedback. The observer's role is to observe each set performed and to mark each criteria in sequence on the sheet. After each set of hits the observer gives verbal feedback to the doer about the performance and necessary instructions from the criteria provided.

In this style of batting, the secret is to sequentially unlock the contributing parts of the body. In the GO stage of the swing, the batter takes a short stride which initiates the hip rotation. In the OPEN stage, the batter rotates the hips without turning the upper body. The LAG stage is the most difficult to learn with the hands kept close to the body when starting the swing. In the FIRE stage, the barrel of the bat is above the level of the hands and it is fired into the ball with a complete follow through.

This style of batting is not a power hitting style as traditionally taught but it does provide an alternate style for batters who are better suited for contact and line drive hitting.

The major advantages of the reciprocal style of teaching are:

(1) the students clearly understand the criteria for a skill because they must focus on it to evaluate another student;
(2) each student is given individual attention and positive and corrective feedback;
(3) each student retains his/her own criteria sheet for further reference and practice.

BASEBALL (HITTING TEES) - RECIPROCAL CRITERIA

DOER - _____

OBSERVER - _____

Instructions for the Observer:

1. Communicate to the Doer about how he or she is performing the task.
2. Make positive statements to Doer first.
3. Examples of feedback statements:

"You are opening your hips correctly, remember to keep the bat close to your body."

"You are stepping toward the pitcher, try to watch the ball until after the bat has hit it."

TASK:

- The Doer is to hit the ball two times off the tee and then stop.
- As the Doer is performing the Observer will (1) analyse the performance, and then (2) mark the criteria sheet, (3) give feedback to the Doer.
- The Doer will perform the task 20 times.
- After 20 times, the students will switch roles.
- We will be using the G-O-L-F method of hitting. Go-Open-Lag-Fire.

THINGS TO LOOK FOR:	Can Do	Needs Practice
BATTING STANCE -		
knees slightly bent	___	
elbows down		
bat close to shoulder	___	___
GO -		
short stride with front foot		
step toward pitcher	___	___
OPEN -		
hips open toward ball	___	___
LAG -		
eyes on ball		
hands stay close to body	___	___
FIRE -		
fire barrel of bat through ball		
extend arms	___	___

G O

O P E N

L A G

F I R E

Reference:

Mosstown, Muska, Teaching Phsyical Education, Columbus: Ohio, Charles E. Merril Publishing Company, 1981.

ADAPTED PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL: TASK ANALYSIS AND INSTRUCTIONAL MANAGEMENT TECHNIQUES THAT WORK (K-8)

Deborah J. Baber, Valdosta State College, Georgia

Most physical education teachers recognize the need for structured learning experiences when teaching handicapped students. This means that careful planning must take place including what, how, why, and when skills are introduced.

ADAPTED PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL...(Continued)

Oregon State University's Department of Physical Education in cooperation with the Special Education Department of Teaching Research in Monmouth, Oregon has developed over the past several years a data based physical education program. The Oregon State University (OSU) Data Based System contains certain elements essential to the instructional model. These elements address such critical areas as the methods used to present information, reinforcement procedures, curriculum material, management approaches and personnel needed. The basic approach used in the model is known as behavior modification. The instructor uses the environment to assist students in learning. The three essential elements included in Behavior Modification are the cue or stimulus, the activity or task that the student is to learn, and the feedback or results. These ideas will be explained and activities using these techniques will be demonstrated. Additional acitivities for gymnasium management including implementation of the game, exercise and leisure sport curriculum, keeping track of student progress, and use of volunteers will be provided.

OVERVIEW OF THE DATA BASED MODEL

I. Two Major Points: Teacher Manager Model-Data Based

A. Teacher Manager Model
1. Teachers are decision makers, instructional managers, only occasionally directly teach the students.
2. Aides assists teachers, train volunteers, conduct group lessons, assist in transitions from classroom to gymnasium.
3. Volunteers make the system go, conduct prescriptive programs, not necessarily a decision maker, must be trained, must be reinforced, may be students and adults.
4. Clipboard system provides a means of communication.

B. Data Based
1. Prescriptive program decisions are made based upon student performance which give the teacher a basis from which to make well informed decisions.
2. Appropriate model
   a. task analysis
   b. built in behavior modification component
   c. record keeping system
   e. uses aides and volunteers
   f. systematic

II. Curriculum: Components-Philosophy

A. Components
1. movement concepts
   a. personal space
   b. general space
2. game skills
3. physical fitness
4. leisure activities

B. Philosophy
1. no ceiling place on learning
2. child centered
3. small groups
4. sequenced curriculum, task analyzed
5. works for a variety of ability levels
6. movement through the curriculum

III. Learning Theory: Behavior Modification

A. Cue (Stimulus)
   1. Sign, signal, request, or information which may be verbal, printed, gestural, auditory, etc., that influences the occurrences of a behavior.
   2. Appropriate cues
      a. consistent and require limited receptive language
      b. command oriented
      c. consequate each cue (do not repeat)
      d. should be strong (eye, contact, sign/say)
      e. at childs acquisition level
      f. specific to the task

B. Behavior (task)
   1. Anything a person does, including a task the student is to learn.
   2. Can be broken into parts, called enabling behaviors
      a. forward chain: sequence of behaviors making up the terminal objectives.
      b. reverse chain: initial sequence of behaviors with assistance with the terminal phase completed independently.

C. Consequence (feedback)
   1. Sign, signal, gesture that influences the probability that the behavior will/will not reoccur.
   2. Appropriate consequences are specific with regard to telling the student if the performance was correct/incorrect.

   3. Types
      a. positive reinforcer: pleasing consequence, increases the probability of the behavior reoccurring
         1) social: hug, squeeze, praise, anything that informs the students that he or she is ok.
         2) tangible: food, water, juice, toy, ball, or any activity the student likes.
         3) generalized: token which can be traded for something else.
      b. negative reinforcer: time out from positive reinforcements, ignored or not allowed to participate
      c. punisher: displeasing consequence, diminishes the probability of the behavior reoccurring

         1) forms of punishers
            a) correction procedure: "No," restate cue, assist social reinforcer
            b) loss of privileges: especially effective for older learners; child usually participates in decision
            c) physical punisher: parental permission; most frequently used for younger children
            d) time out: technically neither a reinforcer or a punisher but the child usually considers it a punisher; environment the child is removed from must be reinforcing; becomes less effective with longer time outs; consists of turning yourself or child away, to placing the child in a separate room.

   4. Rules for appropriate consequating
      a. immediately (2-5 seconds): the more immediate, the more powerful
      b. pair tangible with social
      c. conseqeunces should be strong (heard, long enough, sign and say)
      d. for every cue, a response is given, and consequated
      e. ignore inappropriate behavior
      f. generally, 4 reinforcers to one punisher or correction.

ADAPTED PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL...(Continued)

D. Shaping is the gradual development of new behavior by repeatedly reinforcing minor steps of the target behavior.
E. Fading is the gradual elimination of reinforcers or cues.
5. Behaviors and their consequences
a. aggressive: punish, removal, reinforce others
b. noncompliance: ignore, refuse privileges; if comply, reinforce
c. self-indulgent: ignore, reinforce when discontinued
d. self-stimulating: restrain behavior and socially correct, reinforce when behavior stops
*key is consistency and apply techniques used in classroom and gymnasium, etc.

IV. Clipboard System
A. Cover Sheet
1. programs prescribed
2. initials of programmer
3. circled priority programs
B. Consequence/Language/Behavior Sheet
1. Reinforcers
2. Comments
3. Receptive and Expressive Language
C. Programs
1. Program cover sheet: verbal/non-verbal cue, correction procedure, program name, materials, reinforcement procedure and criterion level.
2. Task analysis: breakdown of complex skills
3. Raw data sheet - means to record trials

V. Placement Test
A. Where to start
1. Final phase and step of TA
2. Three trials
3. Reinforce appropriate social behavior only
4. Watch for reinforcers that work
B. When to stop
1. When learner is unable to complete 2 or 3 trials of a phase and step of of a skill
2. Start teaching here

VI. Curriculum Implementation
A. Task Analsysis
1. Terminal Objective
2. Phase
3. Steps
4. Prerequisite Skills
5. Teaching Notes
6. Suggested Materials
7. Examples: game, exercise and leisure sport curriculum
B. Data Collection
1. Trial by Trial
2. Accuracy
3. Allows for interpretation of data, probing ahead or backward
4. Determine learning patterns on particular programs, times, days of week
5. Used in placement, baseline, instruction, posttest

C. Use of Volunteers
   1. Training
      a. cue, response, reinforcement, feedback
      b. recording
      c. task-analysis

*additional handouts will be provided during the session.

PHYSICAL EDUCATION METHOD COURSES FOR CLASSROOM TEACHERS - A RAP SESSION

Carol E. Plimpton, University of Toledo, Ohio

Many state education requirements call for the completion of an elementary physical education methods course for certification of classroom teachers, K-6. The single course, usually 3 semester hours or 4 quarter hours, is designed to teach classroom majors theory, content and teaching methods for all grades K-6. As most college professors acknowledge, it is not possible to do justice to the field of elementary physical education in such a limited time period. It seem feasible and timely to discuss the different ways that this course is approached, and a sharing of ideas would result in stronger preparation for the classroom teachers. It is also important that classroom teachers present their view of preparation in this area.

CREATING ACOUNTABILITY FOR GOOD PERFORMANCE THROUGH INSTRUCTION (K-12)

Melissa Parker & Judy Rink, University of South Carolina, Columbia

Through the program, we intend to make concrete for the teacher what accountability for and refinement of skill performance looks like in a physical education lesson. Major points will include:

1. selection of cues
2. presentation of cues
3. accountability through
   a. the refining task
   b. feedback
   c. task structure

Major emphasis will be on 1) thinking through quantity and type of information you give learners ahead of time, 2) putting information in a useable form for learners and 3) developing student accountability for the information you have given them.

This will be done through a planned live lesson that is stopped to explain what the teacher is doing and why. A summary will be done at the end of the lesson to bring together major ideas, including a handout on major points of presentation.

F-44 **TINIKLING: ROCKIN' RHYTHMS, WITH PLUMBING PIPES (4-8)**

M. Cerie Godfrey, Stringfellow Elementary School, Colquitt County Schools

Tinikling is a folk dance from the Philippine Islands. The Tinikler is a bird with long legs and neck. This dance imitates the movements of the birds as they are trying not to be trapped by the movement of the sticks.

The Tinikling activity offers a challenge and gives the children the feeling of accomplishment. This activity also teaches the value of cooperation, timing and coordination.

The basic rhythm is a 4/4 time. The poles are hit on the ground for the counts 1 and 2, and clicked together on the counts 3 and 4. The children clicking the poles should either kneel or sit cross-legged. The children dancing should dance on their toes.

The 3rd grade learner will be able to perform the jumping steps through the poles.
Basic Step - 2 jumps in
-2 jumps with legs spread

The 4th grade learner will be able to perform the hopping step through the poles.
Basic Step - 2 hops in the poles
-2 hops outside the poles

The 4th grade learner will be able to perform the stepping movements through the poles.
Basic Step -right hop left hop,
-2 right hops outside the poles,
left hop right hop,
-2 left hops outside the poles

The 4th grade learner will be able to perform the patty-cake movement with a partner through the poles.

The 5th grade learner will be able to perform a routine to music using all of the various movements.

LUMMI STICKS BEYOND THE CLASSROOM (4-8)

M. Cerie Godfrey, Stringfellow Elementary School, Colquitt County Schools

Lummi Sticks are eighteen inches long. The lummi sticks are made from wooden dowels or broom sticks cut in half. The lummi sticks may be used creatively for many developmental purposed such as the following:

——developing fine motor skills
——developing gross motor skills
——developing coordination skills
——developing perceptual training
——increasing concentration skills
——encouraging creative development
——promoting rhythmic awareness

3rd Grade

1) The learner will be able to state the origin of the lummi stick activity.
2) The learner will develop coordination and timing by performing the movements of the lummi sticks.
3) The learner will be able to perform patterns in a standing position.

4th Grade

1) The learner will be able to perform a routine in a standing position to music.
2) The learner will be able to perform the following movements with the lummi sticks. (a) Vertical tap (b) Click together (3) Toss right (d) Toss left. These skills are done from a sitting position.
3) The learner will be able to perform the movement toss right and left to the correct timing.
4) The learner will be able to perform the following movements with the lummi sticks. a) Tap b) Side tap c) Flip d) Double dip e) Twist, side flip
5) The learner will be able to perform a routine to music choreographed by the teacher.

5th Grade

1) The learner will be able to choreograph a lummi stick routine with a partner using movements acquired in prior lessons. (Option--Standing or sitting)
2) The learner will be able to perform for the class with a partner, a minute long-lummi stick routine with or without music.
3) The learner will be able to perform the movements of the lummi sticks sitting in a square formation.

A REVIEW OF ASSERTIVE DISCIPLINE (K-8)

Michael W. Dumin - Radford University, Virginia

Although recent reports indicate that discipline is not the major concern of teachers that it has been in years past, it still relates highly to the satisfaction that a teacher feels. Often teachers will deal very effectively with problems that occur on an intuitive level, but on bad days, which we all have, their effectiveness decreases. This talk will deal with ways to make discipline effective, even on off days.

Dr. Lee Canton has work with a system called assertive discipline. This system is based on the following premises:

I. An assertive teacher clearly communicates their wants and needs to the class and backs up these needs with actions. In other words the teacher is the boss.

   A. No child will stop me from teaching.
   B. No child will stop another child from learning or interfere with other children.
   C. No child will do anything that is against their own self interest or the interest of the class.
   D. If you behave as you are suppose to you will be rewarded.

F-46 A REVIEW OF ASSERTIVE DISCIPLINE...(Continued)

II. Use what works. Do not look at the ideas presented and say, "but my students would not respond to this.:" Rather use the parts that apply to your situation and build on that.

III. How to do it.

A. Prepare a plan that you think will work.
B. Explain the plan and get the support of the principal and parents for the plan. Have the parents sign a copy of the plan after reading it with the child.
C. Post and explain 4 to 6 rules that will be enforced.
   1. Class will stop and sit on the signal.
   2. Students will not call out, they must raise their hand.
   3. Students will not make derogatory remarks about other children.
   4. Students will work in the areas assigned to them.
D. Post and explain the consequences of misbehavior (the child is informed of any marks they receive), i.e.:
   1. First offense - Warning name on clipboard.
   2. Second offense - Check by name, 10 minutes after school.
   3. Third offense - Check by name, 10 additional minutes after school.
   4. Fourth offense - Check by name, 10 additonal minutes and call parents.
   5. Exceptional clause - If the behavior is so disruptive that it interferes with the class, they will immediately be sent to the office and items 1 to 4 apply.
E. Set the positive rewards that will be used when the child is behaving as expected. This is a reward that the whole class works towards. Use an elective activity or have the class vote ahead of time on the reward.
F. Reward the positive behavior by all members of the class. This allows the group to work towards a common goal.

IV. Why this works. This system takes the guess work out of the discipline process, the teacher knows how to react, and the student's know the consequences for their actions. The teacher has their needs for class control met and thus is happier with the class and themselves.

50 DEVELOPMENTAL EXERCISES FOR YOUNG CHILDREN (K-6)

Jim L. Stillwell, Pittsburg State University, Kansas

I. The presentation deals with the place of exercise/calisthenics/warm-ups in an elementary physical education curriculum. Exercises for the development of flexibility, muscular strength, and muscular endurance will be presented. In addition, a discussion of guidelines to follow when using exercise with young children and a list of uses, including (1) general introductory activity, (2) specific introductory activity, (3) circuit training items, (4) task sheet items, and (5) outside-of-class activity will be presented.

50 DEVELOPMENTAL EXERCISES FOR YOUNG CHILDREN...(Continued)

II. Uses and Guidelines

A. Uses

1. General introductory activity
2. Specific introductory activity
3. Task sheet items
4. Relay race items
5. Obstacle course items
6. Outside-of-class activity

B. Guidelines

1. Perform before use
2. Use a variety of exercise
3. Involve a large muscle of the body
4. Allow for individual differences
5. Point out common errors
6. Modify for success
7. Allow recovery time
8. Vary approach
9. Use music on occasions
10. Use imagery whenever possible

III. Developmental exercise

A. Flexibility

1. Head twisters
2. Trunk twisters
3. Ankle twisters
4. Head turns
5. Limb looseners
6. Pretzels
7. Propellers
8. Shoulder movers
9. Jumping jacks/jills
10. Windmills
11. Belly, toes, and up
12. Head, shoulder, knees & toes
13. Toe touches
14. Knee raisers
15. Hurdlers
16. Up and over
17. Weathervanes
18. Back stretchers
19. Elbow-knee benders
20. Forward lungers

B. Strength and muscular endurance

1. Crab kicks
2. Crab walkers
3. Belly push up
4. Push up
5. Upper body push up
6. Hop turns
7. Jump turns
8. Cross-over strides
9. Elbow-knee walkers
10. Jack-in-the-box
11. Butter churns (partner)
12. Partner toes touches
13. Rocking chairs (partner)
14. Wheel barrows (partner)
15. Partner hops
16. Head lifters
17. Bent knee sit ups
18. Crunchers
19. Back Flatteners
20. Mad cats
21. Sprinters
22. Pogo springs
23. Squat thrusts
24. Run in place
25. Stork stand
26. Hop kicks
27. Crazy 8's
28. Body raisers
29. Scissors
30. Scooters

NAME: LIMB LOOSENERS/CHICKEN WINGS

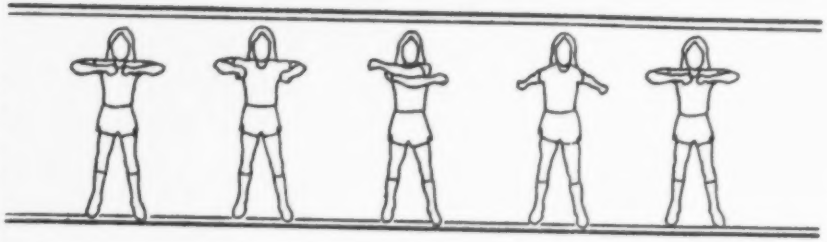
PURPOSE: To develop flexibility in the shoulder, chest and back.

RATING: ★★

STARTING POSITION:
The child stands erect with feet shoulder width apart. The hands are placed together in front of the chest with elbows pointing outward.

SEQUENCE:
This is a four count exercise. On "1" the elbows are extended backward as the shoulder blades are brought together. On "2" the hands are brought forward again, crossing in front of the chest. On "3" the arms are fully extended from the sides. On "4" the child returns the arms to the starting position.

NOTE:
This exercise is particularly suited as a warm-up preceding throwing activities. The movements should be done to a slow cadence.



NAME: PRETZELS

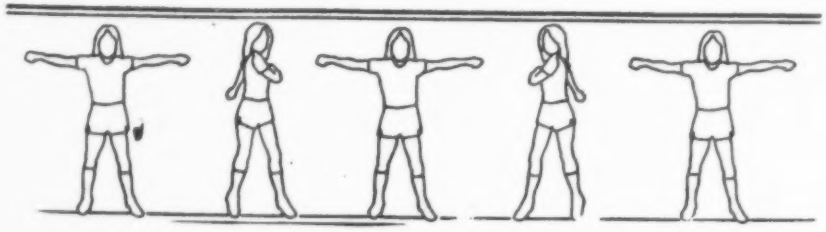
PURPOSE: To develop flexibility in the shoulder.

RATING: ★★

STARTING POSITION:
The child stands erect with feet shoulder width apart and arms fully extended from the sides.

SEQUENCE:
This is a four count exercise. On "1" the child twists at the waist to the left. The left arm is extended as far back as possible as the right arm is wrapped across the chest. On "2" the child returns to the starting position. On "3" the child twists to the right as the right arm is extended back and the left arm is wrapped across the chest. On "4" the child returns to the starting position.

NOTE:
This exercise should be done slowly in order to prevent injury. The feet should remain stationary. A greater twist can be attained by increasing the force applied with the arms.



NAME: HEAD TWISTERS/ROTATORS

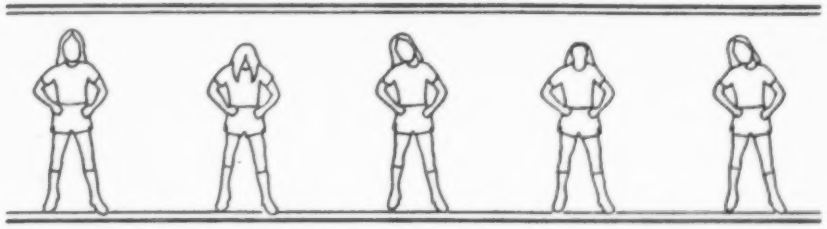
PURPOSE: To develop flexibility and strength in the neck.

RATING: ★★★

STARTING POSITION:
The child stands erect with feet shoulder width apart and hands placed on hips.

SEQUENCE:
This is a four count exercise. On "1" the child bends forward at the neck to form a 90 degree angle, then returns to the starting position. On "2" the child bends the head laterally to the right as far as possible and returns to the starting position. On "3" the child bends the head backward as far as possible, again returning to the starting position. On "4" the child bends the head laterally to the left as far as possible and returns to the starting position.

NOTE:
The movements should be gradual and not jerky. This exercise should be performed both clockwise and counterclockwise to prevent dizziness.



NAME: HEAD TURNS

PURPOSE: To develop flexibility in the neck.

RATING: ★★

STARTING POSITION:
The child sits with legs crossed and hands on the hips.

SEQUENCE:
This is a four count exercise. On "1" the child turns the head as far to the right as possible. On "2" the head is returned to the starting position. On "3" the child turns the head as far to the left as possible. On "4" the head is returned to the starting position.

NOTE:
The movements should be gradual and not jerky.
To make this a static exercise, the first and third positions should be held for a count of five.

NAME: ROCKING CHAIRS

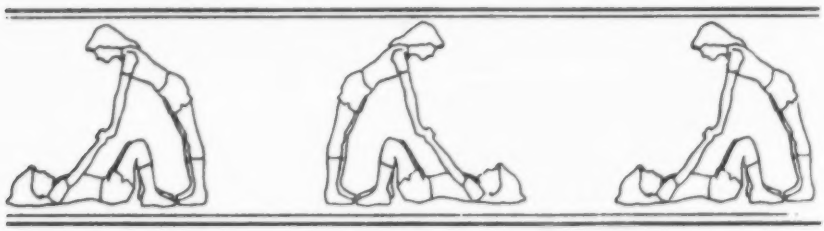
PURPOSE: To develop strength in the back, arm and shoulder.

RATING: ★★

STARTING POSITION:
One child lies in the supine position with legs together and knees bent. The partner stands at the feet of the first child with toes touching. Hand are clasped

SEQUENCE:
This is a two count exercise. On "1" the child in the up position pulls the partner up and is then lowered to the floor. On "2" the action is reversed.

NOTE:
The children should be paired according to size.
The child in the up position should not sit on the floor until the partner has been pulled up.
When first learning the exercise, a pause can be taken at the end of each count, but the activity is best performed in a continuous motion.



NAME: BUTTER CHURNS

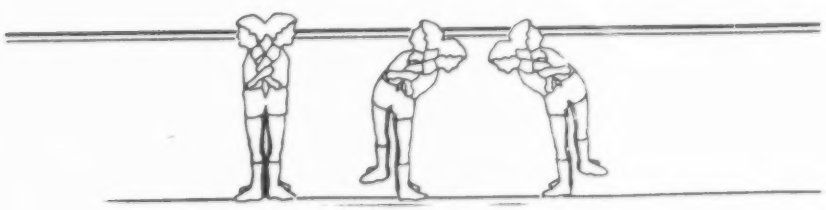
PURPOSE: To develop strength in the lower back and flexibility in the chest and abdomen.

RATING: ★★

STARTING POSITION:
Two children stand back to back with arms interlocked at the elbows. The feet are shoulder width apart.

SEQUENCE:
This is a two count exercise. On "1" a child bends forward at the waist. The partner simultaneously leans back, lifting the feet from the floor. On "2" the action is reversed.

NOTE:
For this exercise, children should be paired according to size.
This exercise can be modified by requiring the child in the bent position to hold the partner off the floor for a specified amount of time.



ACTIVE FUN DANCES (4-8)

Vera Lundahl, University of Nebraska, Omaha

In order for children of all ages to receive the wonderful benefits of dance: a good variety of movement, use of dance elements, having fun, improving self-image, etc., dance must be fun and active and give them a chance to use their bodies in creative ways. The set of dances that I would be teaching include a great deal of movement and are set to modern up-beat music. They are all favorites of the children my students teach in the schools during the school year (approx. 300 students ages 4-12) and the summer dance program for children here at the University (approximately 100 children ages 4-12.)

ACTIVE FUN DANCES...(Continued)

Two of the dances are dances I've made up including elements of dance to Stray Cat Strut and the reverse side of the record - You Don't Believe Me, both done by the Stray Cats.

The other three are off the records that are favorites of this age group. Left Footer One Step, a line dance- Bad LeRoy Brown, and Foot Stomping. The Foot Stomping Dance is a very simple dance. I will show the basic steps and then divide the participants into 4, 5, and 6 grade groups and 7 and 8th grade groups and let them decide on the formation of each part of the dance they want and the movement to do for each part. This shows the class the variety possible from one basic dance and the differences we could use with younger and older children. If there is time they will teach their dance to the entire group; if not, they will just show their version of the dance.

STRAY CAT STRUT
Vera Lundahl

Music: Stray Cat Strut
B-8122
EMI America

Formation: In lines side by side

X X X X X X
X X X X X

1. Walk eight fast steps forward
2. Walk eight fast steps backward
3. Three step turn to right and clap back on 4th count
4. Three step turn to left and clap hand on 4th count
5. Swing with both arms and finger snaps to R, L, R, L
6. Spiral down eight counts
7. Spiral up eight counts
8. Eight crazy jumps

Repeat until end of music.

FUN LINE DANCE
Vera Lundahl

Music: You Don't Believe Me
Stray Cats
B 8122 EMI America
(Opposite of Stray Cat Strut)

Partners lined up facing each other:

X O X O
X O X O
X O X O
X O X O

End of Set

1. Take hand with partner and all slide down to end of set (8 slides)
2. Take hands with partner and all slide down to first of set (8 slides)
3. Right elbow swing (8 counts - twice around) with skip
4. Clap partners hands once (2 counts) and again (2 cts.) and own hands 4 fast claps (1 beat each). - Repeat 4 times.
5. Start skipping away from partner in big individual circle, out to side and then toward end of set and then back to partner. 16 steps - (16 counts)

REPEAT over and over again till end of music.

FOOT STOMPING (England Swings)

Activities for Individualization
AR 49 - Education Activities, Inc.
Fresport, NY 11520

Learning Objectives:

Laterality (moving L and R)
Using individual style in performing the movements
Verbal-motor coordination (chanting while moving)
Spatial awareness

Formation: Line, circle or scattered

Words (Chant):

1. It's a foot-stomping, hand-clapping,
   Hand-shaking beat,
   You clap it and you stamp it
   And you do it with your feet
   (Repeat these 4 lines 2 more times)
2. Go left, left, left
   Go right, right, right
   Go left, left, left
   And wrap it up tight.

Actions:
I will give simple suggestions for the dance, such as stomp feet and clap (first time through) stomp feet and move in circle and clap (second time through) into center and out amd jump in place and clap, stomp and shake head (third time through) then I will divide the participants into younger and older groups such as 1 and 2 grade, 3 and 4 grade, 5 and 6 grade and have each group figure out further movement for each age group showing the variety one dance can have for different age groups.

They would then either just show their version or teach it to the groups depending on the time.

BALLIN THE JACK (A NO-PARTNER OR PARTNER DANCE) by: Jack Murtha; Yuba City, CA

Music: Green 14207 Left Footers One-Step (Tune: Ballin The Jack) Available from Bob Ruff: 8459 Edmaru Av., Whittier, CA 90605; 213-693-5976

No special formation. Partners face each other anywhere on the floor.

Counts

1-2 Slap own knees twice.
3-4 Clap own hands twice.
5-6 With hands in front, palms down, move hands back and forth over or under each other two times.
7-8 Clap opposite hands with partner holding for two counts.
Repeat above routine three more times.
8 Slide 4 steps (individually) to boys right, girls left.
8 Slide 4 steps (individually) to boys left, girls right.
4 Slide 2 steps (individually) to boys left, girls right.
8 Do-Sa-Do with partner (or find a new partner using these counts)

ACTIVE FUN DANCES...(Continued)

NOTE TO TEACHERS: Try this dance in a large circle with everyone moving the same direction on the slide steps and indicating with who the do-sa-do will be done on the last eight counts. Try it with no partners and on the last eight counts turn in place, or make a circle, or move around the room.

THE WESTERN KENTUCKY - PERFORMANCED-BASED PHYSICAL EDUCATION TEACHER PREPARATION PROGRAM (K-8)

William J. Meadors, Western Kentucky University, Bowling Green

Schools preparing Physical Education teachers found the early to mid-seventies to be a period of programmatic concern and change. This concern was generated by a number of different issues. For instance, grade inflation received a great deal of media attention; different curriculum models for preparing teachers were being developed in Teacher Education (e.g., Competency Based Teacher Evaluation) and the implementation of Title IX legislation was a reality. Whatever specific issue and/or combination of issues promoted faculties to consider revising their programs, change did occur and several institutions developed some rather innovative teacher preparation programs in physical education.

Like many other institutions, the Physical Education faculty at Western Kentucky University found itself faced with the problem of resolving the differences between the course requirements for men and women. There was also a pervasive feeling among the faculty that the eisting program was not developing effective teachers of physical education. The program was a typical undergraduate program designed to prepare students to teach secondary school physical education with an elective elementary school endorsement plan. By-and-large the skill courses focused only on skill development and theory courses were geared for knowledge acquisition. There was little or no opportunity for students to demonstrate their ability to apply the results of their learning experiences other than in student teaching.

The College of Education at Western Kentucky University had developed some alternate program tracts at both the elementary and secondary undergraduate level. These programs were modeled after the Competency Based Teacher Education programs at the University of Houston. After three years of self-study that involved numerous faculty meetings, committee work, visitation to other institutions, inservice with consultants from other institutions, and reviews of various curriculums, the Physical Education faculty decided to use the Western Kentucky University Competency Based Teacher Education model as a conceptual base for revising the Physical Education program. Using the information gleaned from the self-study, the conceptual model was modified to reflect the specific needs of the Physical Education Department. It was then decided that the undergraduate Physical Education program should be characterized by the following:

(1) The program will prepare students to teach grade K-12 (i.e., "all levels" certification).
(2) The program will be performance based with all course objectives stated in behavioral terms.
(3) Team teaching will be utilized to integrate related experiences within the program requirements.

THE WESTERN KENTUCY - PERFORMANCED-BASED PHYSICAL...(Continued)

(4) The physical education majors will complete approximatley 200 hours of field experience prior to student teaching.

(5) Scientific concepts of skill acquisition, program planning, program implementation, program evaluation, and instructional techniques will be stressed throughout the undergraduate experience.

With these characteristics in mind, learning experiences were developed which required continuous teaching experiences beginning the freshman year and culminating with the student teaching experience (i.e., second semester, senior year). The program involves eight components of interrelated learning experiences totaling 48 semester hours.

Component A (Orientation to Physical Education) is designed to provide many of the traditional experiences generally provided in this type of a course such as the history of physical education and professional expectations. However, a great deal of time is also allocated to anlayzing programmatic and instructional effectiveness including on site visitations and video tapes of preservice and inservice teachers.

Component B (Human Movement) is the introductory series of skill experiences offered to incoming freshmen. These courses are team taught by faculty members with an expertise in biomechanics and skill specific areas. The students spend classroom time receiving instructions involving biomechanical concepts and then they report to the skill specialist(s) for instruction involving practical application of these concepts in a skills setting. The primary focus of these courses is on skill analysis and demonstration with performance accuracy being a secondary focus. These courses involve a study of generic body management and object manipulation skills.

Component C (Applied Human Movement) is the advanced level skills sequence taken during the sophomore year. These courses involve applying the knoweldge and skills acquired in the Human Movement Series in a specific activity setting such as gymnastics, games or dance. The emphasis here is on utilizing the strategies and knowledge peculiar to these gymnastic, game and dance activities. Another primary focus of these learning experiences is the understanding and acquisition of beginning level instructional skills in each of the activity ares. The students must demonstrate this competency in a mini-teaching setting involving elementary and/or secondary school pupils. The mini-teaching experiences account for approximately 25% of the total class meeting time with each student instructing 6-8 children.

Component D (Leisure Time/Outdoor Pursuit) is designed to develop an awareness and appreciation for outdoor activities. The students spend two weeks in an outdoor setting where they engage in a variety of activities such as rappelling, canoeing, hunter safety and sailing. This course is team taught by individuals, including non-university personnel (e.g., game wardens), with an expertise in the various activity areas. The instructors relate these activities to the public school curriculum and discuss ways of incorporating leisure time/outdoor pursuit activities into curriculum offering. This experience is completed in the summer prior to entering the junior year.

Component E (Scientific Foundations) includes the kinesiology, motor learning, and exercise physiology materials the scientific basis for understanding physical activity. However, at Western Kentucky University, these experiences have been combined and are team taught in an effort to present the material in a more meaningful manner. This is the first in a series of upper division courses required of junior and senior level students.

THE WESTERN KENTUCKY - PERFORMANCED-BASED PHYSICAL...(Continued)

Component F (Curricula Foundations) incorporate materials traditionally taught in curriculum development, test and measurements, administration, teaching methodology (elementary and secondary), and adaptive physical education. The curriculum, tests and measurement, and administration materials have been combined into two separate course experiences. The first of these deals with physical education in the elementary school setting while the other looks at secondary physical education. The courses are team taught by content specialists and the materials are interrelated at the appropriate interface level. The other experiences are organized into separate courses. Those experiences pertaining to the elementary school are offered the second semester, junior year, in conjunction with the elementary school practicum. Those courses dealing with the secondary school physical education program are taken the first semester, senior year, in conjunction with the secondary school practicum.

Component G (Elementary and Secondary School Practicum) requires the students to demonstrate the teaching skills acquired in the Applied Human Movement Component along with the more sophisticated skills developed in the teaching methods courses. The students are placed in the elementary and secondary schools for a semester and are given responsibility for the entire class. They are supervised by public school faculty, a Western Kentucky University instructor and graduate assistants. The instructor(s) responsible for the teaching method courses also work with these students regarding the practical application of the pedagogical skills and knowledges presented in these courses.

Component H (Care, Prevention of Athletic Injuries) requires the students to demonstrate their knowledges and skills in both a laboratory and practical setting. This course is taken the first semester, senior year.

All these courses must be completed before entering student teaching which is a twelve week experience incorporated into a professional education semester.

In addition to the 48 semester hours of Physical Education, students take 54 hours of general studies, 28 hours of professional education and a 21 hour minor (Health Education is recommended).

The courses in Physical Education are only offered once a year. Thus, the students must follow the recommended schedule in order to avoid problems regarding course prerequisites. Most students require an extra semester or a summer school term to complete their course work. The Physical Education Department recommends this work be completed during a summer term between the sophomore and junior year (i.e., along with the outdoor experience).

In an effort to evaluate programmatic outcomes and career pursuits, data are collected throughout the undergraduate experience and during the first, third and fifth years of post graduate endeavors. The preservice evaluation includes a psychological measure, professional attitude measurement and a student measurement of their undergraduate professional preparation experiences. The students are also video taped during student teaching and their effectiveness is evaluated utilizing a subjective rating scale (Ryan's Observational Record) and an objective data based instrument (ALT-P.E.). The student evaluation is in addition to the student teaching evaluation conducted by the Department of Teacher Education (they supervise all student teaching experiences). The cooperating teacher is also asked to evaluated the student teacher via subjective rating scale developed at Western Kentucky University.

THE WESTERN KENTUCKY - PERFORMANCED-BASED PHYSICAL...(Continued)

The follow-up evaluation identifies the same data parameters analyzed at the preservice level and involves the same data collecting materials. Alternate forms of the data collection instruments utilized at the undergraduate level are used whenever they are needed. The follow-up evaluation also focuses on those persons not pursuing a teaching career and the reason(s) for their decision not to teach.

All of these data are analyzed in a summative manner and then disseminated to the faculty to be utilized in the decision making process regarding teacher preparation physical education curriculum at Western Kentucky University.

4" X 6" FUN—TASKS WITH BALLOONS, BALLS, ROPES AND BEAN BAGS (K-3)

Bettye M. Prescott, North Roswell Elementary School, Fulton County Schools

Task cards can be used in a variety of ways for teaching physical education. Depending on how they are presented, task cards can be used with very young children and non-readers as well as older children.

They can be used to culminate a unit or reinforce skills being taught. They should not be used primarily to teach a skill or concept. As a teacher directed activity, children choose a card and all perform skill simultaneously. Tasks can be performed in numerical order or at random. If children are on their own and at a card, they can progress to next higher number and continue through tasks until they move back to the card where they started. Ex.: Begin at 2, go to 3, 3 to 4, 4 to 5 and so on until they reach the last card and then go to 1 and then to 2 where they started. Cards are placed at random in the physical education area. Child must look for next card and find it and perform task. As a learning center activity, the cards are available for the child to select and perform tasks at his/her own pace.

If there are more children than cards, let them go with a partner. Place a skilled child with a child of low skill, a reader with a non-reader or a slow reader, a mainstreamed child with a normal child, etc. You know your children and their skills and how they work together.

A major advantage for using task cards allows the teacher freedom to move among the children to give assistance. They may also be used indoors and outside.

I. Rope task cards - Locomotor skills using jump ropes in sequence.
II. Ball handling task cards - Ball handling skills in progression.
III. Bean bag balance task cards - Use of bean bags balanced on body parts.
IV. Balloon tasks - Rhythm combinations using upper body parts with balance.
V. Hop, jump, leap task cards - Combination using symbols in place of words.
VI. Balance puzzles - Challenging balancing using many body parts.

For rope, ball, and bean bag cards, have the equipment with the card. The children move, but the equipment and card stay in one place.

4" X 6" FUN - TASKS WITH BALLOONS, BALLS...(Continued)

For the balloon task cards, I use them as flash cards. I use the locomotor cards to let children have experiences putting skills in sequence. Often a small group of children will take 3 or 4 cards and combine skills on cards in sequence. They can rearrange the ones they have or trade for new ones either from me or another group. This set works particularly well with older children. The balloon cards are more suited for young children. All ages enjoy the ball, rope and balance cards.

I am enclosing a few examples for each. I am sure you can make your own using these to get started. Just think of the skills we teach. Think about the alphabet, numbers and ideas of interest to children when designing task cards. Also have some trickly little task for them to use when moving from one card to another. This will help you know that they are reading all of the card. Also zero in on specific children during class to see if they are performing tasks. You should move among children to help those having difficulty with skills. I only use one set at a time. You could put a few from each set out in stations if your want, but the children would not move from card to card. They would perform all tasks at a station and then rotate to next station.

You should allow 25 minutes for each class period that you use these. If children are finishing much earlier, they are not performing all of the tasks. By limiting the number of tries of task, you will avoid "bunching up" at one particular card. Ex: Jump rope until you miss - 2 tries. Use pictures as well as words on cards for visual learners. These cards and tasks are suitable for outdoor as well as inside use.

Examples:

ROPES: 1. Put your rope in a straight line, hop beside the rope from one end to the other. Walk to card 2 singing "Jingle Bells."
2. Put the rope in the shape of the number 8, walk in and out of each circle in slow motion. Jump to card 3.
3. Toss your rope in the air. Let it fall. Travel across the shape the hardest way you can think of. Hop to card 4.

BALL 1. Toss the ball in the air, clap your hands before you catch it. Try 1,2,3 claps. Travel to ball 2 clapping your hands.
2. Using your feet only, take the ball for a walk around the card in a circle. Do this 3 times. Skip to card 3.
3. Bounce the ball 5 times with your right hand and 5 times with your left hand. Travel to card 4 on two hands and 1 foot.

BEAN BAG 1. Balance 1 bean bag on your right palm. Run to card 2.
2. Balance the bean bag on your left foot. Leap to card 3.
3. Balance one bean bag on your right big toe and one on your right ear. Tiptoe to card 4.

BALLOON 1. Use a red marker for right and another color for left. Use letters for body parts. R=right hand, L=left hand, K=knee, H=head, E=elbow.

Design cards in sequence:

R R
L L
R L

Children would strike balloon with right hand twice, left hand twice and then right once, and left once.

4" X 6" FUN - TASKS WITH BALLOONS, BALLS...(Continued)

R R R R would be 4 strikes with right hand.
R K L K would be strike balloon with right knee then left knee
L E R K would be strike balloon with left elbow then right knee

LOCOMOTOR SKILL SEQUENCE CARDS - Used as flash cards or choose one, execute it and put it back and choose another and execute and so on. Get into groups or 3 or 4 children and take several cards and put in sequence. Perform tasks. Switch around or trade for net set.

. hop; = jump_____leap. Make a big chart showing symbols and words.

. . .	=_____=
This card	This card is
is 3 hops	jump leap jump

USING THE SCHOOL NUTRITION PROGRAM AS A RESOURCE FOR NUTRITION EDUCATION (K-8)

Jeannine Fortner, School Food-Service Director, Screven County Schools

The Screven County School Foodservice Program uses classroom visits by staff and contact with students to introduce students to nutritious foods, to methods of food preparation which conserve nutrients. Students are given information so that they can begin to make wise food choices and to understand that food intake is related to health and physical education.

At the kindergarten level, much emphasis is placed on introducing students to new foods, on encouraging students to taste foods presented to them in the classroom and cafeteria, and on developing the students' ability to categorize foods into the food groups. The School Foodservice Director visits individual classrooms. Puppets are utilized for interest as important concepts are presented. Three puppets, Chef Combo, Crunchy Critter, and Sally Betty, introduce the concepts of being careful and clean when preparing and eating foods, of the importance of selecting wide variety of foods from the various food groups to meet the needs of the body, and of the importance of brushing and flossing the teeth. A tasting party features foods from the various groups with emphasis on foods high in Vitamins A and C and fiber and low in salt, sugar and fat. Several "new" foods to most children such as kiwifruit, frest pineapple, raw broccoli, whole wheat bread, raw cauliflower, and Mozzarella cheese are served during the visit. The emphasis is on selecting nutritious foods for meals and snacks rather than foods that are high in calories but low in nutritive value. The students enjoy a song-activity time at the end of the presentation and have fun choosing foods to make up body parts for a make-believe man in the moon named "Aiken Drum." Since any nutritious education attempts should involve parents for additional carry-through, an information sheet is sent home explaining the visit.

The school manager often goes out into the cafeteria with a puppet (monkey, bunny, or duck) to encourage children to taste items on their plate. Most students will start tasting when they see the puppet; they do not want to make the puppet sad, and they enjoy the opportunity to hug the puppet as they taste their food.

USING THE SCHOOL NUTRITION PROGRAM...(Continued)

Each teacher has a nutrition unit as part of the year's curriculum. During this unit, individual classes may plan a menu for one day; the manager works with students and teachers so that requirements for the lunch pattern are met.

In the elementary school the director visits classes upon invitation by teachers. The puppets used with these students include one who is very tired because he did not eat breakfast and one who feels sick because he ate everything suggested by TV commercials (most advertisements were for sweet foods). A tasting party includes nutritious snacks - nuts, frest fruits and vegetables, low-fat cheese, low sugar cereals such as Cheerios and yogurt.

A slide series is being developed featuring Doofus, a creature from outer space. Docfus lands on the school playground and must stay until he is physically fit to fly to Zong. The series relates physical fitness to good food rest, and exercise. The slides show food being grown in fruit and vegetable gardens. Doofus appears down on the farm as well as in the supermarket. He learns about the four food groups and about foods for a healthy heart. He is shown getting the knack of snacks, getting physically fit (walking, jogging, jumping rope), learning to rest and using time wisely. The Doofus series features work sheets for supplementary teaching and handouts for parents. The slide series is adapted form Learning for life series.[1]

Many clasroom teachers, especially the music teacher, help plan and produce skits or plays highlighting such events as National School Lunch Week, Heart Month, or Nutrition Month. These plays feature student presentors and focus on nutrition or cultural food information and are shown on the school's closed circuit TV.

At the middle school level, activities include information on sanitation, commodities from USDA, the school lunch program, kitchen tours, and participation by a nutrition youth advisory council. The school foodservice director visits classroom (primarily science or health classes) upon invitation by the teacher and demonstrates methods of making nutritious snacks, healthful drinks, quick and easy meal such as quick pizza, omelets, and stir fried meals from the wok.

Nutrition education materials are purchased annually to be placed in media centers of individual schools or in the central office to be loaned to teachers upon request. The media specialists and school foodservice director work together to insure that teachers know of availability of nutrition education materials.

[1] Learning for Life Series, Dept. A L: Management Sciences for Health, 165 Allandale Road, Boston, MA 02130.
Series: The Doofus Stories: Nutrition and Fitness for 6 - 8 Year Olds
From The Inside Out: A Guide to Food and Physical Fitness - Nutrition and Fitness for 9 - 13 Year Olds
Self-Discovery: Using Skills to Make Tough Choices - Health Decision-making for 13 - 17 Year Olds
The Changer and the Changed: A Working Guide to Personal Change - Self-directed Behavior Change for 14 - 20 Year Olds

MOVING INTO MATHEMATICS (K-3)

Rosalie S. Jensen, Department of Curriculum & Instructions, Georgia State University

The following activities are taken from Teaching Mathematics to Young Children, written by Rosalie Jensen and Deborah Spector and published by Prentice-Hall, Inc., in 1984.

A. Relations in Space

1. Choose a directional relation, such as "up." Help children discover which body parts can moved in that direction by giving instructions such as these: Raise one arm up; the other arm; both arms. Lift one knee up; the other knee; both knees. Lift your whole body.
2. Explore the movement of body parts in different directions. For example, move your shoulder up, forward, down, backward.
3. Give children movement experiences to help them learn about positional relations. For example, give each child a chair or desk in a space large enough to permit moving around it. Try instructions such as: walk around your chair. Move around in a way other than walking. Move around your chair backward. Put some part of your body under the chair; on top of the chair; beside the chair; in front of the chair.
4. Ask children to pretend that they have large boxes. Suggest activities such as: Pick up your box and put it in a space that is all yours. Open your box and get inside. Close the lid on top of you. Move around inside your box. Stand up and step out of your box. Sit beside your box. Feel the side of your box. Feel the top of your box. Move around the outside of your box.
5. Teach children short sequences of movement. Some patterns are these:
   - First clap, next jump.
   - Put your hands on top of your head, next on top of your shoulders, last on top of your knees. (Change to first, second, third, etc.)
   - First hop on one foot; next hop on the other foot; then turn.

   Make an obstacle course in a cleared space. Children watch and then copy your actions as you move to and touch three objects in a certain order. Allow a child to take your place as leader. Continue until all children have had an opportunity to lead the group in a sequence.

B. Whole Numbers and Numerals

1. Secret Message. Bounce a ball a certain number of times. Ask one child to name the number of bounces. If correct, the child is the next to send the secret message.
2. Display a specific number and have children "write" it with different body parts. Using 2 as an example:
   - Write 2 slowly on the ceiling with one hand; quickly with one finger in front of you; with your right hand beside you; slowly on the floor with your left foot; with one elbow; with one knee; with both hands at the same time. "Susan, tell us a body to use to write 2."
3. Make two or three sets of large numeral cards for 1 to 10, each set a different color.

   Separate the class into groups of the same size and give out the numerals in order in each group. Play music as children move freely. On a given signal each child with number 1 finds the child in the group with number 2. The child with number 2 links with number 1 like a train car with an engine. On the next signal the child with number 3 links up behind number 2, etc. All children who are not linked move freely while the children in "trains" move together. When the music ends, all children should be moving in trains.

MOVING INTO MATHEMATICS...(Continued)

C. Whole Number Operations

1. Bounce the ball in two sequences. Ask the children for the sum of two numbers. Toss the ball to a child who bounces two different sets with the same total. When the ball is tossed back, toss it to another child for two different sets. Continue until all combinations have been found.
2. Give each small group of children a verbal problem to dramatize. Each group should act out the problem and allow the group to solve it. Props may be used so that members of the group can show things being joined, taken away, or compared.
3. Play music and have children move about. Stop the music and call out a number. Children form groups with that many members. Ask spectators to make a statement about the original number of children, the number in each group, the number of groups, and the remainder.

D. Geometry

1. Use a set of geometric blocks. Play "Pass the Block." Give each child a block and have children sit in a circle. As music plays, the children pass the blocks in one direction. When the music stops, each child should be holding one block. Use suggestions such as: Everyone who has a triangle, stand up and clap three times. Everyone who has a circle, stand up and turn around.
2. Explore making circles with different body parts. Play slow music and let children experiment with circling body parts to the rhythm.
3. Use creative movement activities to explore different space figures, including cubes, spheres, cylinders, and prisms. With young children, provide a sample of the shape, either as an object or a three-dimensional form. Children have a lot of experiences with shapes. They can have a great deal of fun exploring and then describing space figures corresponding to familiar shapes. Of partilar interest to them is pretending to be suspended within a space capsule such as they see on television, in video games, and in comic books.
4. Have each child find a personal space and pretend that a line separates his or her body into two parts. Explain that these parts are alike; thus, whatever one does with one side can be done with the other. Try some of these movements: Raise one arm so that it is parallel to the floor; lift one arm so that your hand points to the ceiling; place one elbow at an angle. In each instance, the children should have the "other side" of the body imitate the movements.

F. Measurement

1. Have a "Measurement Olympics" in which the events are activities like jumping, hopping, blowing a straw, tossing a ping pong ball. In each case, measure the distance obtained by each contestant.
2. Have children count and record things like: Number of hops in a given length of time; number of finger snaps in a given length of time; number of times to inhale while completely relaxed; number of times to inhale deeply while relaxed; number of times to inhale after running in place for one minute.
3. Have a scavenger hunt during which children find objects with certain lengths, weights, or capacities.
4. Use a clock or stop watch to time activities in the classroom, such as time needed to: clean up room before going to lunch; line up in an orderly fashion to get out on the playground; clear desks and get paper and pencil.

Variation

- Reintroduce "Measurement Olympics" activities and allow children to take turn timing them.

PLANNING, IMPLEMENTING AND ASSESSING COGNITIVE CONTENT IN PHYSICAL EDUCATION

Elsie C. Burton, Florida State University, Tallahassee

The physical education experience can be richly enhanced through inclusion of conceptual content. The literature of our field as well as the messages conveyed by the public press clearly convey the need for providing more meaningful physical education experiences for children. The term "meaningful" implies cognitive activity.

Children learn by thinking about what they are doing. Therefore, the concepts that relate to and enhance performance must be specifically and purposefully included in the planning, implementation and assessment phases of the physical education program.

There are four types of concepts that can be included in physical education lessons. These are: concepts that describe the execution of specific movements and movement activities; concepts relating to the psycho-social aspects inherent in students working together in a physical activity setting; the scientific concepts that enable students to describe efficient movement patterns and the physiological benefits of participation; and the historical, artistic and aesthetic aspects of human movement.

A wide variety of cognitive resource materials can be utilized. These include pamphlets, posters, cartoons, newspaper and magazine articles, tape cassettes, records, video cassettes, films, slides, computer programs, task sheets and books. (Examples of these materials will be shown during the slide presentation as well as actual materials available for review by participants). These materials can be used as interest arousers, as enrichment materials within the lesson, to stimulate review and reinforcement, as the basis for inclement weather lesson plans or as resources in the school's media center. (Each of these uses will be illustrated and discussed).

The use of these materials facilitate comprehension. Learning concepts comprises the knowledge (literal) level of comprehension. However, if cognitive content is to be meaningful and useful students must be able to interpret (understand) and apply (use) the knowledge they acquire. Therefore, as we plan for the inclusion of cognitive content we must keep in mind the need to move beyond mere memorization of facts (concepts) and include learning activities that enable students to do relational thought. The lasting effects of cognitive learning are determined by the extent to which the material is personally meaningful to the learner. The content of a lesson becomes meaningful when:

The Student ——————> Meaningfully Interacts With ——————> The Subject Matter

Providing stimulating cognitive content can achieve three purposes. First, it arouses and maintains the students interest, thereby increasing their attention span and encouraging practice. This increased attention then assists in attaining a second purpose, that of enabling the student to understand the reasons for and application of movement principles and other related concepts such as:

(1) Why is it essential to cooperate with ones partner during problem solving tasks.
(2) Why using the correct form to execute a skill results in better performance.
(3) Why increasing ones endurance level enables one to feel better during and after participation.

And finally, by increasing the students' level of understanding, you will also increase the probability of their applying their knowledge to practices and situations outside of the school day. The need for the everyday application of their understanding becomes apparent when one considers that students in grades 5-12 spend over 80 percent of their physical activity time outside of physical education classes (Ross and Gilbert, 1985) and that in a study conducted in Michigan, 98 percent of the elementary age children were found to have at least one heart risk factor and 55 percent had three or more risk factors (Kuntzleman and Drake, 1985).

It is imperative that the cognitive content matches the students' learning level. The students' reading level can serve as an indicator of the complexity of the concepts. The reading level of the materials can be checked by using a readability scale or a computer program. These techniques can also be used to evaluate the appropriateness of written test questions. The Fry Readability Scale (1972) is a widely used means of assessing reading. Recently however, computer analysis has facilitated this analysis. The computer program Grammatik II (recently renamed Strunk & White) is a readily available means of determining reading levels ranging from third grade through college graduate level.

Including cognitive objectives in ones lessons, providing a variety of cognitive content within the lessons and appropriately assessing cognitive learning present both challenge and opportunities to contemporary physical educators.

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FITNESS ACTIVITIES THAT ARE FUN FOR ALL CHILDREN USING INEXPENSIVE EQUIPMENT (K-8)

Virginia Politino, North Carolina Central University, Durham

Physical fitness activities need not be boring or traditional. Exercise, for many children, is the ultimate in boredom. In children's activities, we can avoid the boredom by creating activities which incorporate exercise in a game setting. A variety of activities can be accommodating in a situation that can be self-directed, individually paced and challenging.

The presentation presents a description of activities based on the movements of children often performed on the playground. The activities are based on the physical fitness components of cardiorespiratory endurance, muscular strength, muscular endurance and flexibility with large investments of work and energy required because of the repetitive nature of the individual activities.

The activities are a series of timed challenges that can service approximately forty to fifty participants in an area the size of a regulation basketball court. The following are but a sample of activities that can be done in a limited space and with homemade or inexpensive equipment.

TITLE: Jump the spinning tubes (CR)
NUMBER OF PARTICIPANTS: Whole class, two to four at each tube.
EQUIPMENT NEEDED: Two long carpet tubes for each piece of equipment; lazy susans; nuts and bolts.
DESCRIPTION OF ACTIVITY: Cut out the center of one tube and place the second tube across the first tube. The first tube is fastened to the lazy-susan with a nut and bolt. Once the second tube is placed in the cut out portion of the first tube, turn the lazy susan and the students are to jump the four extensions. The tube can be made to turn fast or slow.
MODIFICATIONS: Use one tube until students can develop a rhythm to the movement; use a ball to bounce in between the turning tubes.

TITLE: Lid push away (F)
NUMBER OF PARTICIPANTS: Whole class
EQUIPMENT NEEDED: Jar lids or bean bags; one for every two individuals

FITNESS ACTIVITIES THAT ARE FUN FOR ALL...(Continued)

DESCRIPTION OF ACTIVITY: The partners face one another with the lid in the center. The first participant places his/her foot on the lid and moves it away from the center and the second participants. Number 1 pushes the lid as far away as he/she can stretch without lifting the non-moving foot from moving. Number two participant then attempts to stretch to the lid and bring it back to the center, without moving the non-participating leg. Continue until time elapses, alternating legs.
MODIFICATIONS: Use the arms while keeping both feet secure on the floor (toes).

TITLE: Body lean (F)
NUMBER OF PARTICIPANTS: Whole class
EQUIPMENT: Wands and bean bags; one wand and two bean bags per two people
DESCRIPTION OF ACTIVITY: Two performers sit with their backs together with a wand lengthwise across their backs. The arms are around the wand, knees bent, feet flat on the floor. Bend to the side, touch a bean bag and slide it as far to the side as possible (away from the body). Repeat to the other side. Be sure to keep hips in contact with the floor. Do not flip the bean bag.

TITLE: Beanbag/nylon ball snatch
NUMBER OF PARTICIPANTS: Whole class
EQUIPMENT: Beanbags, sheets of paper or nylon balls--two for every two performers
DESCRIPTION OF ACTIVITY: Two performers are in the up position of a push-up with their heads toward one another. Two beanbags/nylon balls are placed between the two participants. On the signal "Go", the participants try to grab the object with the right hand. The process is repeated with the left hand and continued until time is called. Points can be attached for each object snatched.
MODIFICATIONS: Use the modified push-up position for those participants who are weak or in a wheelchair; place lower body on a scooter or low platform for support.
HINTS: To ensure safety place the weaker individuals on a mat. Build up arm strength before doing the activity.

TITLE: Tube Floor Push Away
NUMBER OF PARTICIPANTS: Teams of 3-4 for each carpet tube
EQUIPMENT NEEDED: Long carpet tubes, enough to accomodate the entire class
DESCRIPTION OF ACTIVITY: Each team of 3-4 lies down on the floor on their backs, with the feet touching the tube. At the command, each team pushes the tube trying to force either team backward.
MODIFICATION: Push the log from a seated position with the body resting on the forearms; wheelchair with upper body mobility, place the two tubes between the chairs and push with the arms. BE SURE TO LOCK THE WHEELS.
HINTS: Do not allow the participants to place the weight of body on the hands and wrists; place like strengths together.

TITLE: Tube Overhead Lift
NUMBER OF PARTICIPANTS: Whole class
EQUIPMENT NEEDED: Long carpet tubes with weights in the middle of the tube (sand filled bags, beanbags can be used to weight the tube). Enough for entire class.
DESCRIPTION OF ACTIVITY: Starting with the tube on the right shoulder, lift the tube overhead and down to the left shoulder. Reverse the procedure, starting from the left shoulder and returning it to the right.
MODIFICATIONS: Allow the participants to sit if have lower body problems; add or subtract weight for the participants
HINTS: Have participants work as a unit; do not allow horse play; make sure wheelchair wheels are locked.

FITNESS ACTIVITIES THAT ARE FUN FOR ALL...(Continued

INEXPENSIVE, FREE AND HOMEMADE EQUIPMENT

Elementary physical education budgets are rarely sufficient to meet the equipment needs. There is less money for equipment; however, no program has to be limited by a small budget or lack of elaborate equipment. If necessary, equipment is not part of the existing inventory, then other resources available should be pursued. This book contains instructions on how to construct and purchase materials to make equipment for the activities described in the proceeding chapters.

When one is making or buying inexpensive equipment, a variety of factors must be considered. These factors, listed below, have become of increasing importance in light of legal suits that have appeared because of accidents in the gym.

1. BE SURE IT IS SAFE
2. To insure safety, use non-toxic paint, make sure it is sturdy, make sure it smooth, make sure jagged or sharp ends are repaired, and keep the equipment as clean as possible.
3. Use equipment only for its intended purpose
4. Have a regular maintenance program to check on the usability of the equipment. Discard a piece of equipment when it can no longer be used safely

Equipment should be made with the idea of regardless of the skill level, it meets the needs of every child. Most of the ideas for equipment construction are simple enough so the equipment could be constructed at home with little or no expense. This chapter is devoted to the explanation of equipment construction for use with the activities in the proceeding chapters.

EFFECTIVE TEACHING IN YOUTH GYMNASTIC PROGRAMS (3-8)
Michael Moulton, Saint Bonaventure University

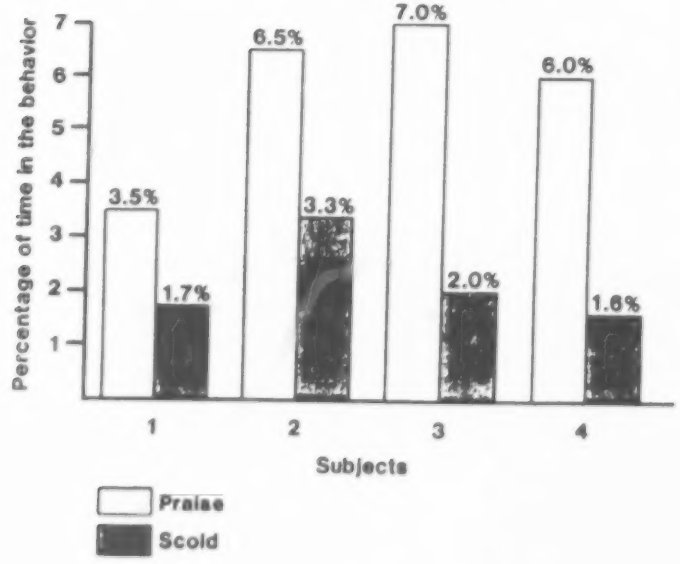
By using a Systematic Observation Instrument, teaching behavior of gymnastic instructors were analyzed. The teaching behaviors were calculated into percentages of time spent in each category. The findings will be presented in a practical approach to help the practitioner effectively present gymnastic material.

The areas that will be covered are as follows:

1) Instruction
2) Feedback
3) Management
4) Other Behaviors

FIGURE 1- Combined Teaching Behaviors of the Four Subjects.

FIGURE 2
Comparing Praise to Scold



AN OUTDOOR EDUCATION ADVENTURE FOR SIXTH GRADERS

Dolores Langston, Midway Elementary School, Dekalb County Schools

DAY ONE

7:00	
7:30	
8:00	Arrive at Midway
8:30	Stay in homeroom
9:00	Load bus & leave for park
9:30	Arrive at St. Mt. Park & unload bus
10:00	Go over rules, schedule, journals, pass out folders, divide into groups, set up camp
10:30	
11:00	
11:30	Lunch
12:00	
12:30	
1:00	Soil & water study - Walter Reeves - Co. Ex. Service
1:30	
2:00	Karate - Mr. Fagan (rotate boys & girls)
2:30	
3:00	Snack
3:30	Knot tying
4:00	Fire building (rotate every 1/2 hour)
4:30	Math
5:00	Art
5:30	Clean up for dinner
6:00	Chicken dinner brought in
6:30	
7:00	Ball game
7:30	
8:00	Slide program - Mr. Davis Schwab - GA Outdoors
9:00	
9:30	Campfire & singing
10:00	Lights out & quiet

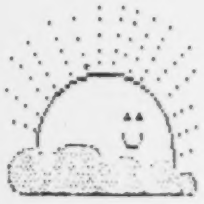
DAY TWO

7:00	Rise & shine
7:30	Breakfast
8:00	Clean up & load up
8:30	Climb mountain
9:00	
9:30	Snack
10:00	War in Georgia & Freedom Train
10:30	
11:00	
11:30	Lunch
12:00	
12:30	
1:00	Trees - Mr. Walter Huntemamm - Fernbank
1:30	
2:00	Rotate with Orienteering & Art
2:30	
3:00	Snack
4:00	
4:30	Free time - Quiet time
5:00	
5:30	Campfire dinner
6:00	
6:30	
7:00	
7:30	
8:00	Astronomy - Mr. James Brown - Atlanta Astronomy Club
9:00	
9:30	Campfire snack - Sheet & flashlights
10:00	Lights out and quiet

AN OUTDOOR EDUCATION ADVENTURE...(Continued)

DAY THREE

7:00	Rise & shine & pack
7:30	Empty tents & straighten cabin
8:00	Breakfast
8:30	
9:00	Pack, clean & take down tents
9:30	
10:00	Habitat in a hoop
11:00	Trust walk & get to know a tree
11:00	Ready for bus
11:30	
12:00	HOME



ATHLETIC TRAINING ON THE HIGH SCHOOL LEVEL

Candy Widner, Athletic Trainer, Riverdale Senior High School, Clayton County Schools

This lecture will be centered on athletic training on the high school level. I will cover general considerations of training such as historical background, incidence of athletic injuries and prevention of injuries. The second part will cover the trainers qualifications, duties, professional relationships, and the physical examinations of prospective athletes. I will also cover on a limited basis, the legal implications in athletic training. A few of the points I will touch on are the on field procedures, athletic insurance, records, budget, professional organizations, and code of ethnics. In addition, I will cover the difficulties facing a trainer straight out of college going into a job on the high school level. Some difficulties that will be discussed are differences in the athletes, the use of physicians, the involvement of parents, relating to coaches, and the equipment and facilities that a trainer may find.

COMPUTERS AND FITNESS TESTING...NO HASSELS (K-12)

Linda J. Piper, Kennesaw College, Marietta

This presentation shall address the cognitive and psychomotor domains of fitness testing using the microcomputer as a part of the health and related fitness component of the physical education curriculum. The actual integration of students and micros will be demonstrated and explained.

HEALTH AND PHYSICAL EDUCATION MICROCOMPUTER SOFTWARE ON THE MARKET (K-12) FEATURED: INSTRUCTIONAL MATERIALS

Joseph C. Bowman & Miriam F. Shelden, University of S. Carolina, Spartanburg

Drop-in sessions are for you to learn what is available in health and physical education microcomputer sotware and try out programs at your leisure. These Apple and IBM-PC programs are housed in the Georgia State University Physical Education Resource Center and at the University of South Carolina, Spartanburg. A certain type of software is featured each hour, but you are welcome to preview and available software in the room. Duplication of copyrighted software is prohibited by federal laws. Please do not request to do so.

Sessions:

Instructional materials
Fitness materials
Teacher Utilities programs
Sports Statistics programs
Health materials

WHY DON'T KIDS PAY ATTENTION IN CLASS? (K-8)

Richard K. Stratton, Virginia Polytechnic Institute & State University, Blackburg

One of the common problems physical educators face daily in the classroom is students who do not pay attention to instruction or activities. The roots of this deficit are many: short attention span, inappropriate attention style, ineffective focus of attention, divided attention, to name a few. Unfortunately, teachers cannot control or alter some of these problems. We can, however, design instruction to deal with these concerns. This session will first explore the sources of attention related problems both from an information processing perspective and a motivation perspective. It will be argued that some problems we have traditionally accepted as unchangeable in the elementary years are in fact changeable. Having come to a better understanding of the sources we will then explore potential solutions. Instructional design strategies will be evaluated and suggestions will be provided for the physical educator which should help reduce problems with attention in class. Finally, a discussion period will permit participants to explore the problems and solutions further, hopefully eliciting additional "field tested" examples of strategies that work.

KEEPING SECONDARY PHYSICAL EDUCATION STUDENTS MOVING IN A RHYTHMS CLASS

Raynette L. Evans, Southwest High School, Bibb County Schools

Secondary students often tire of the traditional square and folk dances. By using what are considered "Fun dances" and adapting those to contempary music, students in your class will move and move willingly. It is also very easy to adapt some traditional dances to contemporary music. From your standard folk dance or social dance units, students can develop their own dance using these steps and their music.

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DIETS THAT LOWER CANCER RISK (K-12)

Ruth W. Gordon, Nutrition Education Coordinator, Ga. Dept. of Education, Atlanta

Low fat? High fiber? Low nitrites? High Vitamin A and C? How do you make wise food selection when you visit a supermarket or a restaurant? The American Cancer Society has issued the following recommendations to maintain a healthier lifestyle and reduced cancer risk.

Eat more cruciferous (cabbage-family) vegetables.
Add more high-fiber foods.
Increase foods with Vitamin A.
Choose foods with more Vitamin C.
Control weight.
Decrease total fat intake.
Subtract salt-cured, smoked, nitrite-cured foods.
Stop cigarette smoking.
Moderate alcohol intake.
Respect the sun's rays.

The rationale of each of these recommendations will be reviewed. Suggestions for implementing these recommendations through menus and recipe will be given for the teacher's personal use as well as how to work with the school's nutrition program. Activities which can be used to involve students in making these lifestyle choices will also be discussed.

G.R.I.T.S. - SOUTHERN STYLE: GREAT RESULTS IN TEACHING STATIONS (K-3)

Luann T. Mac Nitt, Palmetto Elementary School, Orlando, Florida

Topic Outline

Great Results in Teaching Stations

This workshop will explain the reasoning and descriptive teaching for eleven Perceptual Motor Stations for primary students. The eleven stations are:

1. Fine Motor
2. Body Image and Awareness
3. Body Image and Awareness
4. Gross Motor
5. Eye/hand Coordination
6. Eye Hand/Foot Coordination
7. Gross Motor
8. Visual Perception
9. Eye Hand Coordination
10. Balance/static
11. Balance/dynamic

Additional materials will be available at the end of this session.

A FITNESS-BASED MOVEMENT PROGRAM (FBMP) (3-6)

Donna J. Hester, University of Alabama, Birmingham and
Donna L. Dunaway, Samford University, Birmingham

An issue currently of interest to educators concerns the place of physical fitness in the total elementary school physical education curriculum. Some educators suggest motor skill development to be the primary objective of elementary school physical education, with fitness as an outgrowth of movement. Others view physical fitness and motor skill development to be equally important. A question to consider regarding this issue is - Do children become physically fit by participating in traditional physical education and play activities or must a concerted effort be implemented?

The goal of the FBMP is to address the need for improving the fitness status of kindergarten through sixth grade children. A review of existing research substantiates the existence of this need.

Even though the need to improve fitness is recognized, fitness development is not to take precedence over motor skill development. Success in motor skill performance is often directly related to a child's fitness status. For example, the child with greater arm and shoulder girdle strength usually exhibits a more mature throwing pattern. Therefore, the FBMP focuses on the development of a program designed to enhance all aspects of motor proficiency-motor performance and physical fitness components. Activities are selected and/or designed basic to this idea. Not five minutes of calisthenics and twenty minutes of kickball but activities where all children are involved and where fitness elements needed to improve physical fitness status and motor skill performance are the primary focal points.

MAKE 'EM LOVE YOU: SPECIAL EVENT IDEAS PART I (K-12)

Luann Mac Nitt, Palmetto Elem. School; Jeannie Fifer, Pine Castle Elem. School;
Nanette Mason & Jan Nappi, Fruitland Park Elem. School, Orlando, Florida

Although parents and adults are always impressed with programs which involve their children, they are often times not excited about the day-to-day teachings used with their children. This workshop is designed to explain and demonstrate some of the successful public relations programs and activities which these Florida Educators use in their programs. (Multi-media presentations) The following topics will be covered in this presentation:

Grandparents Day
Awards for students
Field Day
Jump Rope for Health
Midieval Day

MAKE 'EM LOVE YOU: SPECIAL EVENTS IDEAS PART II (K-12)

Luann Mac Nitt, Palmetto Elem. School; Jeannie Fifer, Pine Castle Elem. School;
Jan Nappi & Nanette Mason, Fruitland Park Elementary School, Orlando, Florida

After making the public aware of the interesting and fun things which are available for the children, it is always helpful to get the parents and public volunteering to assist you. Here are some ideas on how to use volunteers and how to make them feel like an integral part of the total program. The following have proven successful to the above educators:

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MAKE 'EM LOVE YOU...(PART II)...(Continued)

Building Playgrounds
Weekend Workouts
Walking Wellness
Newsletters
Global Awareness/Field Days
Family Fitness Nights
Hoedowns
Fitnessgram Programs/Physical Fitness Testing

Samples and handouts will be available at both of these sessions.

"SMILE GEORGIA": A DIET AND DENTAL HEALTH ACTIVITY MANUAL (K-8)

E. Joseph Alderman, D.D.S., Office of Dental Health Director
& Shelia L. White, Dental Hygenist, Department of Human Resources, Atlanta

What is the value of a smile? A smile can be love, tenderness, and the gateway to happiness. The ability to smile is often taken for granted. How does a person smile? The substance of a smile comes from the soul and the heart, but the character of a smile comes from outward appearances.

Today the concerns of dentistry are directed to the whole person. Dentistry is not only treating individual teeth, but is involved in total oral health and its relationship to general health and well-doing.

In teaching nutrition and dental health, one tries to convey the concept that the individual child is responsible for their own body and its care. One must make children aware and involved in learning positive attitudes about their own teeth and mouth. Only then will children develop the knowledge, skills, and attitudes needed for maintaining optimum oral health and for prevention of dental diseases.

A goal of teaching should be to promote the development of individuals who will enjoy learning and can utilize available learning resources. "Smile Georgia's" overall goals are: (1) to develop an awareness of accepted guidelines for good nutrition, and (2) to develop an understanding that some food are harmful to oral health. This presentation is designed to help teachers utilize the nutrition and dental health activity manual, "Smile Georgia", and present ideas for participation by students. School food service managers should also find the presentation to be supportive of menu management through appropriate nutrition materials. Appropriate nutritious snacks are emphasized. It is hoped that the users' experiences will also provide new suggestions to be added to their curriculum.

MOVING INTO OTHER ACADEMIC AREAS (K-8)

Kinlock W. Bell, University of Southern Mississippi, Hattiesburg

Physical educators have always discussed how movement should be included in the teaching of cognitive skills in other areas of the curriculum. Likewise, elementary educators are saying that cognitive skills in their subject matter areas should be taught on the playground or in the gymnasium. It seems that little is being done by either group to facilitate the practical application of movement and other academic areas. This participation session will attempt to show practical and inexpensive ideas for incorporating movement into other areas of the curriculum.

A. LANGUAGE ARTS

1. Topic: Learning the Alphabet
Materials Needed: A large poster with all of the alphabet and streamers made of plastic or crepe paper.

Activities: Have the children identify each letter and trace the letters with the streamers. Explain to the class that each letter has one or more pathways. Explain how this related to movement in that every time we move it is in specific pathways. Have student identify those alphabetic characters having only straight, curved, or angular pathways and those alphabetic characters having a combination of pathways.
Example : With your streamer, trace the shape of an alphabetic character with a combination of a straight and a curved pathway.

2. Topic: Verbs and Adverbs
Materials Needed: Flashcards with selected verbs and adverbs

Activity: The teacher will have all verbs randomly scattered in one area (face down) and all adverbs in another area (face down). Each student will pick up one verb and one adverb. Students will individually perform their verb and adverb. The other members of the class will try to guess the verb and adverb that each student performs. This activity may be done in pairs or in larger groups.
Example: Skip cheerfully

3. Topic: Structuring Sentences
Materials: Flashcards with selected adjectives, nouns, verbs, and adverbs. Another set of flashcards will have the work "The" on them.

Activities: Divide the class into groups of five. The five stacks of flashcards should be about 5-7 yards away from the students. On command, one member from each group will walk, run, hop, jump, etc. and pick up one card from each of the five stacks. The student will return to his group using the same locomotor pattern and give a card to each member of his/her group. The student will place the words in proper order to form a sentence. This should be done long enough for each child to go and select the cards. The sentences may not be logical but must be in proper order.
Example: The flat bus jumped happily.

MOVING INTO OTHER ACADEMIC AREAS...(Continued)

B. SPELLING

Topic: Spelling Action Words

Materials: Two sets of flashcards (two different colors—e.g., red and blue) with individual alphabetic characters on the flash-cards.

Activities: Divide the class in half. One half will have red alphabetic characters and the other half will have blue alphabetic characters. Depending on the size of the group, some children may have as many as two or three letter of the alphabet. The objective is for the blue group to be able to spell the word quicker than the red group. The teacher will call out a word and the students will move quickly to spell the word (blues go to one side of the room and red go to the opposite side of the room). When the first group correctly spells the word, they will pronounce the word and then they will show the meaning of that word.

Example: Strike. S-T-R-I-K-E. Together the group will show a striking motion.

C. MATHEMATICS

Topic: Quadrilaterals

Materials Needed: Four assorted color posters cut into the following shapes: square, rhomboid, trapezium, trapezoid.

Activities: After having discussed quadrilaterals, parallelograms, etc., spread the quadrilateral poster over the room. Divide the class into four equal groups. Send each group to a quadrilateral station. Have students sit, slide, skip, etc. in the shape of their quadrilateral. Rotate groups in a clockwise direction until all groups have visited each station.

Example: Skip in the shape of a trapezium.

D. ARTS

Topic: Primary and Secondary Colors

Material Needed: Crepe paper or plastic streamers in the primary and secondary colors.

Activities: Each child should have a streamer. Have all children with red streamers to twirl their streamers in the right hand using large arm circles. Have all children with yellow streamers to twirl their streamers in the left hand using large arm circles. Have all children with blue streamers to twirl their streamers over their heads. Discuss how the secondary colors are formed. In a circle have all children with red and blue to twirl toward the center of the circle. Have all children with purple to come to the center and use large vertical movements. Have all children with red and yellow to twirl toward the center of the circle. Have all children with orange to move to the center and do horizontal lines across the front of the body. Have all children with blue and yellow to twirl toward the center. Have all children with green to come to the center and move the streamers in angular lines in front of the body. Have all primary colors run around the inside of the circle with the streamer held high in the right hand. All secondary colors run inside the circle with the streamer held high in the left hand.

Example: All primary colors skip around the circle with the streamer held high in the right hand.

MOVING INTO OTHER ACADEMIC AREAS...(Continued)

E. HEALTH

Topic: Basic Food Groups

Materials Needed: Flash cards with the names of specific vegetables and fruit, breads and cereals, milk and milk products, and meat and meat products. Making tape to mark stations situated in a circle.

Activities: This activity is played like musical chairs. There should be one less station than children. Place at least one flashcard at each station. "It" calls out a basic food group. All children with foods in that group will stand and give information about their food such as where grown, color, type of food, etc. When each food group is completed, the students will play musical stations and "it" takes a station. A new "it" begins with a new food group. This is kept up until all food groups have been called.

Example: Beets are vegetables that are red and they are grown underground.

MORE CURES FOR THE GYM BLAHS: BULLETIN BOARD IDEAS IN PHYSICAL EDUCATION (K-8)

India Anne Goodyear, Dearing Elementary School, McDuffie County Schools

This program will be a slide presentation of bulletin boards and organizational ideas used for various purposes in all aspects of the total physical eudcation program. Various comments concerning their effectiveness and construction will be made during the presentation of the slides.

USES FOR BULLETIN BOARDS

1. Introduction of Units of Concepts
2. Skill performance knowledge
3. Game strategies
4. Motivation
5. General rules and regulations
6. Exceptional student recognition
7. Student participation
8. Public relations
9. Holiday seasons
10. Create excitement

GROWING PAINS: DEVELOPMENTAL VIEW OF MIDDLE GRADE STUDENTS

Tim R. Walsh, Dodgen Middle School, Cobb County Schools

A humorous look at the very sensitive problem of growing pains. The body is growing faster than any other time except for the first two years. Fortunately, we don't remember the first two years. The hair, teeth, skin, legs, hands, breasts and other body parts are growing so fast the students have little time to think of anything else. Muscle and half shirts, unbuttoned blouses, short skirts and other exhibitionist clothing only reflect the on going contest to see who is who and who has what. This session may possibly answer some of your questions why your middle school student is acting the way they are acting.

CHILDREN IN MOTION: LEARNING THROUGH PERFORMANCE

Larry SantaBarbara, Caedmon School, New York, New York

"CHILDREN IN MOTION" is a special and unique Physical Education performance group from The Caedmon School, based in New York City. Game strategies, movement expression, dance and gymnastics are all learned with emphasis placed on performance at this school.

The Caedmon children have toured extensively and are becoming noticed for their highly skilled performance in the New York City area.

You will see three of the new movement works as part of the performance today.

LONG JUMP ROPE TEACHING TECHNIQUES (K-8)

Camilla Y. Kerst, Johnson Elementary School, Franklin, Tennessee
Christi Kay, Bells Ferry Elementary School, Cobb County School
Cheryl M. Close, Virginia Polytechnic Institute & State University, Blackburg

General Jump Rope Hints

Jumper:

- uses a double bounce (jumping high on the first jump, followed by a smaller bounce.
- faces one turner
- jumps between the two turners
- watches the turner's arm and the rope
- listens to the rope to hit the ground.

Turners:

- hold one end of the rope
- turner need to work together so both ends of the rope are synchronized
- the rope needs to touch the ground, yet not bounce off of the ground. The rope needs to slide on the ground udner the jumper's feet.
- the tension of the rope needs to allow for a complete arc over the jumper's head without being stretched to tight or being to loose it bounces on the flocr.

I. Single Long Rope (16 feet)

Front Docr - the rope turns forward toward the jumper. Enter the rope just as it hits the flocr.
Back Docr - rope turns away from the jumper. Enter the rope by jumping over rope just before it hits floor in front of the jumper. The angle of entry can be from the sides or in front of the rope.

Progression:

A. Stand and jump over a jump rope.
B. 1. Run through (in and out) a turning rope, front door.
   2. Run in, jump, run out of a turning rope, front door.
C. Do B 1 and 2 in a back door.
D. Add equipment, tumbling skills and partner activities inside the short rope.

LONG JUMP ROPE TEACHING TECHNIQUES...(Continued)

1. Short jump rope-jumper stands inside the long rope with short rope in postion to jump, facing out of the rope. Both the long and short rope must turn together over the jumper's head. The jumper needs to use a double jump and then may use a fast time jumping pattern. The timing of the two ropes under the jumper's feet is the key to success. All short rope tricks can be done inside the two ropes.
2. Balls - bounce, throw and catch to self or partner inside or outside of the rope.
3. Partner jumping inside the long rope.

II. Double Dutch

1. Two turners turn two ropes parallel to each other, alternating first one rope, then the other. The rope near the jumper is turned back door, while the rope away from the jumper is turned door.
2. Jumpers watch the back rope (front door).
3. When the back rope strikes the floor, the jumper runs into the middle of the ropes and must be ready to jump the second rope immediately.
4. Jumper can enter from the side of the turner or in front of the ropes.
5. Start jumping on two feet fast time, then progress to single jumps (jogging fashion) with knees in front of the body.
6. All short rope tricks, ball skills, and partner skills can also be performed inside the double dutch ropes.

III. Engineer

1. Four turners stand at right angles to each other (in a corner of an imaginary square). Two ropes turn perpendicular, crossing in the center of the imaginary square.
2. Turners turn both ropes at the same time so they will hit the floor in the center together.
3. Jumper will jump in the center of the ropes where they cross.
4. Jumper should enter in the position where both ropes are turning toward the jumper (front door), There is only one front door, the other three quadrants are all back door combinations.
5. All short rope tricks, ball skills, and partner tricks can be done in the center of eggbeater.

NEW GAMES FOR THE SPECIAL EDUCATION POPULATION (K-8)

Wes Jones, Adaptive Physical Education, Cobb County Schools

I hope the following paragraphs that I have borrowed from the More New Games Book will enlighten the path and assist you in better understanding a little more about New Games and playing with the Special Education population.

"New Games have been played successfully with a wide range of people who have physical or mental disabilities. The key to playing with such populations is to focus on what the players can do, rather than on what they can't do. For example, don't start out trying to think of games that people confined to wheelchairs can play. Think of games that can be played by people who can throw balls, clap, sing, or guess. Think of possibilities for pairing players with different abilities. And whatever you suggest, make a game that you think is fun and that you like to play. Your enthusiam for the games will encourage the other players to get involved, and that will be more important than whether a particular game is 'ideally' suited for a particular player.

Most important, when playing with any special population (and that includes everyone), keep your expectations open. Not everyone can play every game. But everyone can have the chance to play and to choose activities that they can enjoy. New Games provide a way to bring people of different abilities together. They can also give people with special needs a chance to exercise power and self-expression in a way not often realized in their everyday lives."

To be completely honest with you, playing New Games or any game with students that are physically and/or mentally disabled will require, "a little extra." A little extra planning and thinking on your role as play facilitator, a little extra patience, and a little extra creativity.

THE EXCEPTIONALITIES

I have selected 7 primary handicapping conditions found in the Cobb County School System to demonstrate how New Games can be played with the Special Education program. There are, of course, many other disabilities distributed throughout the school system, but those exceptionalities have similar characteristics and can be sub-divided under one or more of the 7 primary exceptionalities.

The primary exceptionalities are:

1. Cerebral Palsy - wheelchair or assistive device or ambulation
2. Spina Bifida - wheelchair or assistive device or ambulation
3. Muscular Dystrophy - wheelchair or ambulation
4. Mental Retardation - TMH and EMH
5. Learning Disabled/Behavior Disorder - self contained class
6. Blind - Visually Impaired
7. Deaf - Hearing Impaired

I divided the Cobb County Special Education population into the 7 primary exceptionalities for 3 major reasons. (1) Often traditional and "accepted" sports and play will present a variety of problems for involved players. (2) Many of the students with one or more of the 7 exceptionalities may have a problem participating in a regular Physical Education class. (3) Of the total number of Special Education students, these 7 exceptionalities represent the higher prevalence.

Several of the 7 primary exceptionalities can be divided into a combination of sub-classifications. The following examples may be a little difficult to understand unless you have a working knowledge of the Special Education classifications.

Suppose you are a regular Physical Education teacher or you are even an Adapted Physical Education teacher. In one of your classes you have 5 or 6 students whose primary handicapping condition is Cerebral palsy. One of your students has a mild form of Cerebral Palsy, and is able to walk and run a little and has good control of upper body. Sitting next to him is a little girl who needs to sit in a wheelchair for ambulation, but must use her feet to push herself because her arms are too involved to help her move her wheels. Behind her is another student who is athetoid spastic and uses neither arms or legs to push himself. He is sitting in an electric wheelchair that he needs to ambulate. Oh yes, I forgot to mention that all these students have average IQ's except for the little boy in the electric wheelchair and his IQ is 125. You have one more Cerebral Palsied student. Another girl who requires a walker to get around with but is very unstable as far as balance goes and tires easily. If you are lucky these may be the students in your class, or you may have several of the other exceptionalities which require a wheelchair.

Most all these examples of students can hold true for both Spina Bifida and Muscular Dystrophy individuals. Another situation you may encounter is students with one or more of the major handicapping conditions. It is not totalling uncommon to have a Cerebral Palsy/Mental Retarded student, or a Learning Disabled/Behavior Disordered student.

I have given you only a few examples of the variety of exceptionalities and the combinations they can have. As you can see the spectrum of the Special Education population is vast and varied.

Now, I will attempt to make all this "educational jargon" and categories simpler to understand as you play games with the Special Education students. All you need to do is, "Focus on Ability." Allow the game or activity to mold itself around the strengths of your players. Now isn't that much simpler to understand? I am not saying that it is easier to accomplish, but certainly is simpler to understand.

FOCUS ON ABILITY/PROGRESSIVE TEACHING

The following section has two parts, first the general skills and abilities of students with a major exceptionality. The second section is a description of progressive teaching.

GENERAL SKILLS AND ABILITIES

1. Wheelchair students that push themselves with their arms can usually catch and throw with some skill proficiency.
2. Individuals that use walkers or crutches while sitting in a chair can usually catch and throw and may be able to kick a ball.
3. Blind students can perform a lot of the activities and games when they have a sighted partner.
4. Deaf students can play many of the games and have average motor skills. Make sure that they understand exactly what is required of them and the rules.

NEW GAMES FOR THE SPECIAL EDUCATION...(Continued)

5. EMH students generally have average motor skills. Only a few changes may be required for many of the games that they play. Once again be sure that they understand the rules of the game.
6. Students with Learning Disabilities for the most part have adequate motor abilities but along with the EMH students may need extra practice in learning games.
7. Emotionally Disturbed students can also perform many motor skills. Many of the New Games are good to help those students with poor social skills overcome their problems.
8. Many New Games do not involve complex motor tasks at all. Many of the games can be played with simple tasks of clapping, guessing, and singing or talking. Most every student can perform one of those skills.
9. TMH students without a physical handicap, can accomplish tasks at a level slightly lower than age appropriate. TMH students learn best by rote, the more they play a game the better they perform and understand the game.

As I have discussed previously, the range of skills and severity is varied in the Special Education program. One thing that you need to be aware of is not to stereotype an individual because of a special "label" or classification on him or her.

I have found that more often than not students with special problems have limits placed on their abilities. Try to remember that everyone has something that they can do well. Open your expectations and find that ability.

PROGRESSIVE TEACHING

This is a phrase I use to describe the technique I apply when teaching a difficult or complicated game to anyone who has problems understanding the game, or performing a special skill. In most of my experience in playing New Games with the "normal" population, the game was described, several questions answered, and then we began to play.

Often while attempting to play a New Game with a more severe handicapped student, I will break the game down and teach a specific skill or part of the game. This does not apply to every game or every student, but for those games with high skill requirements, major adaptations, and any rules or roles in the game. I will give you two examples, one of the progressive teaching and one of playing a New Game with little preparation.

I was teaching a game of "Ultimate Frisbee" with a class of multi-handicapped students from a middle school. This class had two or three major exceptionalities and a wide range of mental and physical skills. For the frist week, we practiced catching a Nerf Frisbee (I also made an equipment change). I started off a couple feet from some students and across the room from others that could catch better. The second week we practiced throwing and catching the frisbees to each other. Week three, we practiced patterns and then catching a frisbee while moving. In week four, I explained the rules and we began to play. These were a few adaptations made from the "printed" game of Ultimate Frisbee. Our game moved at a slower pace, but the kids enjoyed it just as much and learn a lot in the process.

The second example of a New Game is taught with little preparation or progressive teaching. I played a game of "People to People" with a class of handicapped kindergarten students. This class also had a wide range of physical and mental abilities, plus the fact the students were only five years old. We played the game on the same morning that I introduced it.

NEW GAMES FOR THE SPECIAL EDUCATION...(Continued)

As you can see, a lot depends on the game and what it involves, not who the games involves. Remember, "If there is a will, there is a way."

PLAYING

For the following sections, you will really need both New Games books to obtain a more complete explanation of each game. Reading the books will help you understand about the games. The following paragraph from the More New Games Book, explains the theory well.

"One aspect of New Games we can't adequately present in any book is the sheer magic that comes from playing together in an atmosphere of trust and freedom. To experience that magic, you can't just read about New Games—you have to play them. You don't need any special equipment, or any elaborate playing field or gym. You don't have to be in shape. You don't have to worry about being a superstar. All you have to do is gather a few of your friends and let playfulness become a part of your life."

I am totally convinced that there is a New Game for everyone. The games that I am suggesting are games that I have played and have found to be successful with specialized play. They are not my games, feel free to borrow, change, and play them anyway you wish. These are only a few, there are many more that I have played and created; and there are many more that are waiting to be discovered or created. Maybe by me, and maybe by you.

THE GAMES

1. Quick line up - an excellent game for any student and/or individual requiring specialized play, (also for those not needing any adaptations). Good games for mainstreaming activities. Very few directions needed and you can make it as challenging as your group wants. No equipment needed.
2. Group juggle - Excellent game for a group with good throwing and catching skills whether they be standing or in wheelchair. Some groups may require Progressive Teaching and some minor adaptations. You may need to make your group smaller, use larger balls, or shorter distances for tosses. Good game for mainstreamed groups. Only equipment needed are balls that can be caught by the players.
3. Behavior Modfication - Can be easily used with older or more mature players. Think of players with creative minds and good guessing skills. Really a fun and funny game for wheelchair players. No equipment needed. Little practice required and no adaptations necessary from game as listed in the book.
4. People to People - A simple and beautiful game, can be played by a large or small group. Great game for a variety of skills. Make the game as challenging as your group wants it to be. No equipment needed.
5. Rattlers - Excellent game for blind players or visually impaired individuals. This game does require some close supervision, but can be as challenging as the group requires it to be. Even deaf players can participate if you let them pair with a hearing partner. Wheelchair kids love this one. The only equipment you need is something that rattles, and blindfolds.
6. Samurai P.E. Teacher - A great game for players who love to act. This game can be very fast and active, then again it can move along with the pace of your players. TMH, EMH, L.D., B.D. groups have played and loved it. Little adaptations needed for those groups. On yes, the deaf and blind have also played. I played variations with wheelchair players. Instead of jumping or ducking the sword, let them create their own movements to keep from being cut - FANTASY PLAY.

NEW GAMES FOR THE SPECIAL EDUCATION...(Continued)

7. Octopus - Another fantasy game. Think of players that can move (not necessarily run). Think of players that can throw or tag someone. Think of players that like to be "It." All of them can play this game and enjoy it. Here again you can make the game as challenging as your group wants. Only equipment you need is a ball and an ocean (just joking on the ocean, but I have played it in a pool and the kids loved it).
8. Swat Tag - One of my favorites, I guess because I am so good at it! A very active game. I have played it with middle school age players and older. Think of players who can run, dodge, and use a boffer to tag someone. I always use Progressive Teaching with my slower groups and keep safety in mind. My TMH high school class loves this game. Only equipment needed is a boffer and a frisbee to be used as a base.
9. Circle Stride Ball or Human Pinball - I believe this is the first New Game I played with one of my Special Education classes. I have played it often in the past five years with many different groups. The players love it and so do I. It needs no adaptations for players who can stand up, bend over and strike a playground ball with their hands. I have also played with some blind students, of course I used a blindfold to make the game fair, and more enjoyable. Only equipment needed is a playground ball.
10. Hagoo - This game is for good player with good creative minds and probably appropriate social skills. I have played with older or more mature deaf, TMH, EMH, and Multi-handicapped students. No adaptations needed and no equipment needed.
11. Parachute Games and Activities (Jaws and Swamp Chute) - Great games for the younger players. The parachute offers a lot of variety in play. The older students also enjoy the games. The two games - Jaws and Swamp Chute are great fantasy play. You can play these games with most any group with minor adaptations.
12. Hug Tag - This can be an interesting game for wheelchair players. I let them come up with their own definition of a "hug." More or less a variation of a tag game. No equipment is neeed.
13. How Do You Do - Really a great game for a group of people who need to meet each other in a hurry. Or for a group of players who want a game with little directions to follow, and fun to play at the same time. I have played this game with a group of mainstreamed players and with many other special players. No equipment is needed.
14. Dum Dum Da Da - This game offers no redeeming social values, but is lots of fun to play. I feel it can be played by all the exceptionalities when you make it as challenging as the group wants it to be. A very adaptable game. No equipment needed. Think of players that can clap, sing, or make any arm movement and the most important skill - wants to have fun!
15. Who's Elizabeth - A fun little game that most all players can enjoy. I must admit that I felt this game too high level as far as guessing ability for one of my TMH classes. They have since proved me very wrong. They love the game and I really get a kick out of playing it with them. I did a little Progressive Teaching and off we went. No equipment needed.
16. Ultimate Frisbee - A challenging and active game. I have already told you about this game in another part of this paper. I only want to remind you to make the game as challenging as your players need it to be to enjoy it.
17. Boffing - Good game for many different groups. Remember to make safety an important part of this and any game. I usually try to organize a Boffing Tournament, match kids with similar skill abilities.

NEW GAMES FOR SPECIAL EDUCATION...(Continued)

18. This Is my Nose - This is a game for two players. Try to haye them match up as far as physical and mental levels. This game can be played by kids or adults with good guessing skills and fast thinking. But if you have a slow thinker, just slow the game so all can enjoy. No equipment is required.
19. Me Switch - Another game for two players. Along the same line as This Is My Nose. You can change the game so your players can play and have a good time. No equipment is needed.
20. Zip - Zing - A fun game, reminds me a lot of People to People. It can involve a large number of players, in fact the more the better. No equipment is needed and the game has many variations.
21. Soft War Games (Love Shove, Knock Your Socks Off, Wink, Slaughter). Soft War Games are just another area of the total New Games concept. Personally, I find them the most interesting, and most challenging. Swat Tag is a Soft War Game. To play Soft War games with any player, (special or not) you need good listening on their part, and following directions. I have played Soft War Games with wheelchair players and they loved it. You need a team of players that are evenly matched in physical and mental capabilities. We played on large tumbling mats, but not until we had talked about the games and the safest way to play them. We had to make a great deal of adaptations, and some individual rules for certain players. It all depends on your group. Now don't be afraid to play Soft War Games because they offer something that other New Games can not.
22. Giants, Elves, Wizards - A really fun game that involves imagery, fantasy, and a variation of a tag game. Think about players who can move after one another and can learn some hand signals. This is another one of my favorites. No equipment is needed and the game can be adapted easily to suit your group.
23. Earth Ball - The Earth Ball along with the parachute offers a wide variety of activities, and a lot of fun. The Earth Ball along with the Soft War Games requires close supervision to maintain a safe and fun game. Now, again, let your special players enjoy the wonder and magic an Earth Ball can provide. Some Earth Ball games are (Orbit, Planet Pass, Chute Ball, Ball Bump, Ball Crawl). I have used the Earth Ball with many group; you will need some extra help when you are playing with it.
24. 2001 - Think about your players that can count and sing, or those players that can sing and count. No equipment needed.
25. Make Me Smile - Think about your players that can make others smile or laugh, and those players that can keep from smiling or laughing (even under intense teasing). No equipment requried.
26. A What? - Think of your players that can repeat a phrase and repeat a phrase that begins to get tongue tangling. You don't need any equipment, but may need a couple of odd objects.
27. Trust Games - This is another area of New Games. Some of the games are: People Pass, Bumper Car, Grass in the Wind, Blind Sculpture, Levitation, and Trust Fall. The Trust Games are exceptionally good for groups who need work on social skills and being involved with each other, and working to help each other. I often use a period of time before we play Trust Games just to talk to my group and let them know what the games encompass and what their roles are in the games. These games can be very rewarding, and help some individuals overcome certain fears.

As I explained before I started the game list, these are only a few of the games that can be used in specialized play. I hope that these games can provide a little insight into the methods New Games employ to reach out and touch everyone.

THE FINAL GAME

I really don't believe there is such a thing as a "final game." One game can always lead to another and the experiences you share while playing New Games carries over into other games and often into the way you live. There is a phrase that I once heard that I would like to share, "the New Games attitude." If there is only one piece of information that you find of interest or helpful in this paper, I hope that the New Games Attitude is that which you can keep and use. The New Games Attitude does exactly what I mentioned above. It allows your positive and fun experiences to carry over into other activities. When playing and working with the Special Population, a positive, caring, sharing, understanding, and FUN attitude will make a big difference in your play and your players.

USING CHILDREN'S LITERATURE TO DEVELOP LANGUAGE & MOVEMENT CONCEPTS & SKILLS

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The development of language and movement concepts and skills are important developmental goals for early childhood education programs. Children four through seven years of age are refining fundamental motor skills and developing competency in speaking, reading, and writing. Movement, gestures, and language are naturally associated ways which children use to express their feelings and ideas. Too often school programs isolate these areas of development, calling them physical education, reading, and language arts activities.

The vocabulary of easy books or beginning level children's literature frequently includes words referring to numbers, shapes, directions and ways in which people and things move. Sometimes the stories are told through pictures, poetry, or prose and use synonyms, antonyms, comparisons, or descriptive adjectives to puzzle, surprise, or please the young listener/reader. The content of children's literature is developmentally appropriate for both the physical education and language arts curricula and is of interest to young children.

Rudoph Laban developed an analysis of movement in England in the 1940's, which has had worldwide impact on the pedagogy and curriculum of physical education for children. The organizational framework of Laban's analysis includes body, space, time effort, and flow as elements of movement (See Attachment 1). This approach, movement education, will be explained as it relates to concepts and skills incorporated in easy or beginning children's literature.

To initiate a lesson, the teacher would read a story such as Push, Pull Empty, Full (Hoban), Everything Has a Size and Everything Has a Shape (Kohn), or Crictor (Ungerer). Next the teacher, physical education or classroom, would state movement tasks to involve the children in learning concepts and skills, such as pushing and pulling; moving in different ways to the front and back, making wide and narrow shapes; taking heavy and light steps; making round, square, big, small, bigger, and smaller shapes and movements; wagging and wiggling body parts; and acting out the sequence of a boa constrictor capturing a burglar (See Attachment 2). A discussion, song, or a language experience story might serve as the concluding phase of the lesson so the children can have further experiences related to the concepts and skills presented in the lesson and the meaning and joy of movement and language.

Attachment 1

ANALYSIS & STRUCTURE OF BASIC MOVEMENT*

1) MY BODY...

   a) body parts

   b) body surfaces
      (front, back, sides)

   c) body shapes
      (curved, twisted
      straight: wide, narrow)

   d) body relationships to
      - body parts
      (curled, stretched)
      - others
      (near to, far from;
      meeting, parting;
      faceing, back-to-back,
      side by side; shadowing,
      mirroring; leading,
      following)
      - objects
      (on, off, over,
      under, across, through)

2) MOVES...
   a) steplike
      (walk, run, jump,
      hop, lead, gallop,
      skip)

   b) flight

   c) balance
      (on different parts,
      number of parts)

   d) combinations
      (of steplike move-
      ments, flight and
      balance within and/
      or among categories)

3) IN SPACE...

   a) divisions
      (self, general)

   b) directions
      (forward, backward,
      to one side, other
      side, up, down)

   c) levels
      (high, medium, low)

   d) range
      (large, medium, small)

   e) pathway-floor or air
      (straight, curved,
      zig zag)

4) IN TIME AND WITH
   FORCE...

   a) speed
      (slow, medium,
      fast, accelerating,
      declerating)

   b) force
      (strong, medium,
      weak; sudden, sus-
      tained)

5) AND WITH FLOW - smooth
   movements singularly or
   in sequence (beginning and
   ending; transitions)

*SOURCE: Bonnie Cherp Gilliom. Basic Movement Education for Children. (Reading, Mass.: Acidison-Wesley Publishing Co.) 1970. A modification of page 8.

Attachment 2

Using Children's Literature to Develop Language and Movement Skills

Book--Tomi Ungerer, Crictor. Harper and Row. 1958.

Possible Content:	Possible Movement:
1. "O" shape (p.6)	1. Make "O" shape with body parts and/or rope for own self space)
2. wagged (p.10)	2. Make self-selected wagging, wiggling, shaking movements of body and named parts
3. longer/stronger (p.11)	3. Act out longer/shorter and stronger/weaker
4. follow(ed) (p.12)	4. Walk with one person leading, other person following or leader makes movements in self-space and follower copies
5. putting on a long sweater (p.13)	5. Pretend putting on a long sweater, pull down/pull up (wiggle, wag, shake, and stretch)
6. comfortable, dream happily (p.15)	6. Lying/standing/sitting in a comfortable position (one you can be very still in for a long time) think happy thoughts and relax (no tightness in muscles).
7. wriggle (p.16)	7. Make wagging, wiggling, shaking, wriggling movements of body and body parts, with "do as I say" directions.
8. letter shapes (pp.18-19)	8. Use rope to make letter shapes, walk heel to toe, balancing carefully around the letter shapes. (s,e,n,o,l,m,g,w) (note: end with "O" shape).
9. number shapes (pp.20-21)	9. With rope back in an "O" shape, balance in shape on the number of body parts called by teacher, 2-8 and end on 1 (then relaxed position).
10. burglar sequence (pp.27-30)	10. Act out sequence: beginning-night, sleeping; middle-burglar attacked by Crictor, who holds on to the burglar; and end-Crictor gets a hero's medal.
11. statue of Crictor (p.31)	11. Make a shape and hold it: brave, wiggle shape.
	12. Act out song as they sing it. End with relaxed position.

General Objectives:

1. To develop understanding/comprehension of words and sentences.
2. To become aware of the use of movement to express an idea.

Specific Objectives:

Language--

1. Letter and Number, shapes and names
2. Longer, stronger, wagged, wiggled, shake, stretch, and pull
3. Stories and songs have a beginning, middle, and end

Physical Education--

1. relaxation
2. balance--dynamic and static
3. expressive movement

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HOW TO MAKE AND THROW BOOMERANGS

Dan E. Jones, W.C. Abney Elementary School, Paulding Co. Schools

1. Find and purchase a sheet of 1/4" or 3/16" (5mm or 6mm) aircraft-grade plywood.

2. Trace a boomerang design onto the plywood. If the wood is warped, the top (rounded surface) of the finished boomerang must be formed by the concave warp of the wood. The arms (wings) of any boomerang should be either level or turned-up slightly (warped).

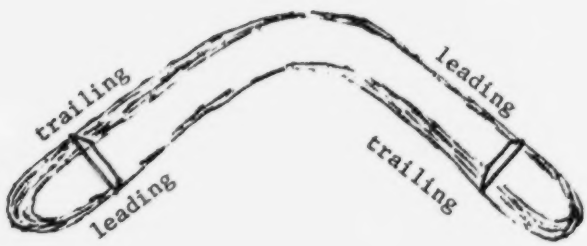
3. Cut out the boomerang blank with a jigsaw, scroll saw or some other fine-cutting type saw.

4. Use a pencil to mark the areas (of the top of the blank) which need to be removed. The to-be-removed areas are (see diagram for a right-handed boomerang): the front or leading edges should include about 1/4" of the top of the wing and the back or trailing edges should include about 1/2" of the top of the wing; the thickness of these cutbacks on the top of the wings should be 1/8" or more.

5. Use a wood rasp with fine teeth or any tool which will remove the necessary wood safely and accurately.

6. Final shaping can be made with course, medium and then fine sandpaper.

7. Waterproof with paint, clear lacquer or polyurethane.

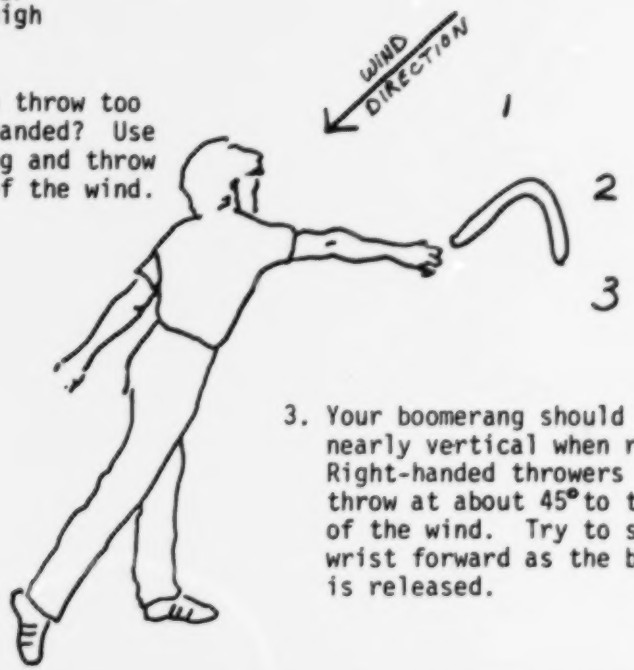


RIGHT-HANDED
BOOMERANG

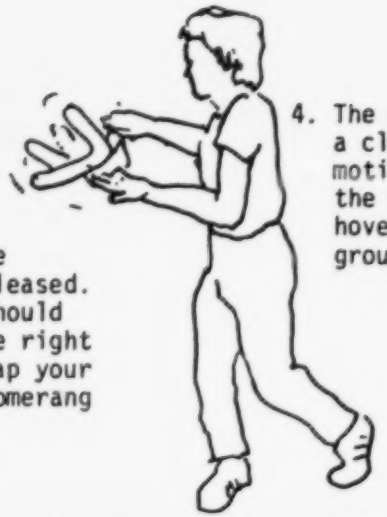
Handcrafted Boomerangs
Guaranteed To Fly & Return - Personalized Designs
404-993-6856 404-482-2754
'RANG WRIGHTS
by
DAN JONES

1. Aim at tree tops or other objects about 30 feet high and 50 yards away.

2. Do not try to throw too high. Left-handed? Use a LH boomerang and throw to the left of the wind.



3. Your boomerang should be nearly vertical when released. Right-handed throwers should throw at about 45° to the right of the wind. Try to snap your wrist forward as the boomerang is released.



4. The catch is a clapping motion made as the boomerang hovers to the ground.

MORE THROWING AND CATCHING INSTRUCTIONS

1. Throw in a large unobstructed area like a ballfield.
2. If you are right-handed, throw a right-handed boomerang. Throw a left-handed boomerang if you are left-handed.
3. Release the boomerang in a near-vertical position. A slight tilt away from your body is OK, but do <u>not</u> throw it horizontally.
4. Right-handed throwers: throw at about 45° to the right of the incoming wind. Left-handed throwers: throw to about 45° to the left of the incoming wind.
5. Step out on the opposite foot (left foot for RH throwers) and throw with a snapping motion of the wrist.
6. Be careful. Boomerangs can be very dangerous objects. Never throw in an area congested by other throwers or spectators.

1. Catching is more dangerous than throwing.
2. Be very careful as you start to catch a boomerang. Keep your eyes on the boomerang.
3. Never try to catch a boomerang near your face.
4. With your hands about 12 inches apart and in a clapping motion, move them together to catch the boomerang between them.
5. Let the ground catch any boomerang which is speeding or diving quickly. Save your hands for the softer catches.
6. Once you have mastered the "clap" catch then you can try other more exciting catches like the "one-handed" catch or the "feet" catch. Have Fun!

F-89

STICK DANCING—GUAMANIAN STYLE (4-8)

Dale O. Barrow, Rankin Elementary School, Gaston Ccounty Schools
Mount Holly, North Carolina

The Guamanian Stick Dance is performed by two dancers. Each dancer holds two sticks, one in each hand, as they dance about each other alternately striking the ground, their own sticks and those of their partner. The movement of the dancers is natural and smooth as they walk around each other. There is no set foot pattern.

This session will include a demonstration by two dancers followed by instructions on how to do the dance. To receive maximum benefits audience participation is encouraged.

EQUIPMENT - Two dowels for each dancer (3' X 1/2")
MUSIC - Any music with 6/8 or 3/4 time - Guamanian music - "Y Biejo Na Taota"
DANCERS POSITIONS - Partners face each other and take a step to the left. All dancers' banks must be toward one of two walls. If boy-girl partners, have their backs to the same wall.
CIRCLE - Walk around in circle twice and stop in original position
CROSS-HIT -Sticks are held parallel and angled upward to the left as each dancer cross-hits his/her partner's sticks once as they cross from left to right in front of each other. Reverse position of strike to cross-hit from right to left.
DOWN - Dancers touch the floor once with the two sticks simultaneously
HIT - Partners hit sticks in right hands together. Sticks are angled slightly upward
KNEEL - Kneel on the floor and sit back on heels
STRETCH - Partners step forward on the right foot and simultaneously turn their backs to each other. Partners reach forward with the stick in their right hand while extending the left stick backward. (The boy's sticks are angled slightly downward and the girl's sticks are angled slightly upward.) Each partner hits his/her partner's stick with the stick in the right hand.
TAP - Dancer taps his two sticks together
UNDER - (Girl kneeling) The boy kicks up his right leg as he brings his left stick under his leg and hits the left stick of the girl. The partners' right sticks hit simultaneously in the "hit" position.
UNDER - (Both standing) Both dancers kick up their right legs and hit left sticks under their legs. The partners's right sticks hit simultaneously in the "hit" position.

GUAMANIAN STICK DANCE

INTRODUCTION - 4 measures

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

STRETCH - stretch, tap, tap, hit, tap, tap (8 times)

CIRCLE (BOY KNEELS) - down, tap, tap, hit, tap, tap (8 times)

STRETCH (BOY KNEELS) - stretch, tap, tap, hit, tap, tap (8 times)

CIRCLE (GIRL KNEELS) - down, tap, tap, hit, tap, tap (8 times)

UNDER (GIRL KNEELS) - under, tap, tap, hit, tap, tap (8 times)

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

UNDER (BOTH DANCERS STANDING) - under, tap, tap, hit, tap, tap (8 times)

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

UNDER-STRETCH - under, tap, tap, stretch, tap, tap (8 times)

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

CROSS-HIT - down, tap, tap, cross-hit, tap, tap (8 times)

CIRCLE - down, tap, tap, hit, tap, tap (8 times)

ENDING (BOTH KNEELING) - down, tap, tap, hit, tap, tap (3 times)
down, tap, tap, freeze with partners' sticks crossed

MINI-ROUTINE A

INTRODUCTION - 4 measures

CIRCLE
STRETCH
CIRCLE (BOY KNEELS)
STRETCH (BOY KNEELS)
CIRCLE (GIRL KNEELS)
UNDER (GIRL KNEELS)

REPEAT FROM BEGINNING

CIRCLE
ENDING (BOTH KNEELING)

MINI-ROUTINE B

INTRODUCTION - 4 measures

CIRCLE
STRETCH
CIRCLE
UNDER (BOTH STANDING)
CIRCLE
UNDER-STRETCH

REPEAT FROM BEGINNING

CIRCLE
ENDING (BOTH KNEELING)

F-92

AN INNOVATIVE JR. HIGH CURRICULUM MODEL AND GRADING SCHEME

Paul W. Darst - Arizona State University, Tempe
Don Hicks - Tempe School District #3

The curriculum differs from a traditional approach in that a wide variety and balance of activities are offered in one and two week units. Activities include team sports, lifetime sports, gymnastics, physical conditioning, rhythmic activities, body management, and recreational activities. Emphasis is placed on offering a wide breadth of activities to ensure that all students can experience a degree of personal success with physical activity. The shorter units are used to increase the number of activities to be taught throughout the year. Because the typical junior high school student is going through a growth spurt which can cause frustration in learning physical skills, the short units help to reduce this frustration or boredom that many students experience. Exceptionally popular units have periodically been repeated later in the year, i.e., an extra several days may be spent teaching frisbee activities later in the year after the initial week of instruction.

The curriculum also follows an organized, progressive format for each daily lesson. The format provides a measure of stability mixed with the wide variety of activities. The following four components are included:

1. Introductory Activity - This phase lasts for two to three minutes and is designed to prepare students for exercise. Students begin activity immediately as the period begins. The activities are somewhat informal and are focused on large muscle groups. An emphasis is placed on a variety of simple games, basic movement and body management skills. There are drills for running, stopping, starting, turning and moving. Students receive a wide variety of movement activities focused on improving movement skills.

2. Fitness Activity - This phase of the lesson lasts from seven to eight minutes and focuses on a balanced approach to physical fitness. Routines are changed often so that progression and overload principles are followed carefully. There is an emphasis on the parameters of health related fitness, i.e., flexibility, percent body fat, abdominal strength, and cardiovascular-respiratory efficiency. Many fitness activities are used so all students can find some type of enjoyable fitness activity. There is an emphasis on new and popular activities with students. Some examples of the fitness activities are exercise to music, obstacle courses, circuit training, grass drills, continuity drills and weight training stations.

3. Lesson Focus Activity - This phase of the lesson lasts between fifteen and twenty minutes and is utilized to achieve the major program objectives. The emphasis is on a structured physical skill development period with instruction, practice time, information feedback, drills, station work and various other teaching/learning techniques. Efforts are made to provide all students with a piece of equipment so that none have to wait for a turn. Methodology attempts to offer all students a measure of success and a challenge during this period.

   A balance of activities are presented from the various aforementioned categories. Many new and different activities are used to develop positive activity habits. Units focus on frisbee, juggling, new games, tennis team handball, pillow polo, parachute activities, self defense, as well as traditional activities such as flag football, basketball, softball, volleyball, and soccer. An attempt is made to schedule the traditional activities during the regular season for that sport. This helps to create interest in the various after-school programs sponsored by YMCA or the City Parks and Recreation Programs.

4. Game Activity - This phase of the lesson takes place at the end of the period and lasts from seven to ten minutes. Students practice their skills in a game type situation which is a positive experience and an enjoyable way to end each class. A great deal of emphasis is placed on lead-up or modified games because of the developmental level of students. A constant evaluation process must take place in order to guarantee a successful experience for students. Regulation games are not used until students are ready for them.

A yearly sequence of the introductory activities, in the fitness activities, and the lesson focus activities will be presented. This sequence has been field tested and revised several times. It is currently being field tested at Connolly Jr. High in Tempe.

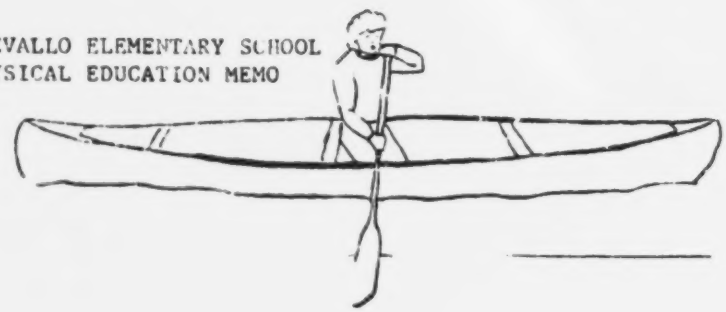
A new grading scheme called "APE" is being field tested and will be presented. APE stands for achievement, participation, and effort. Details for this grading scheme will be presented.

MONTEVALLO ELEMENTARY SCHOOL CANOEING: MAKING SURE THE KIDS HAVE PADDLES WHEN THEY ARE UP THE CREEK! (4-8)

Tim Ray, Montevallo Elementary School, Alabama

I'm sure each of you will be overwhelmed by the amount of information you will receive this weekend so I have decided to include a minimum of hand-outs with my presentation. Below is the information we sent to parents concerning the canoeing class and a reprint of a newspaper article from a local paper. I hope you enjoy my presentation and I know you will get a chance to see children doing some amazing things in the slide and video presentation.

MONTEVALLO ELEMENTARY SCHOOL
PHYSICAL EDUCATION MEMO



TO: PARENTS

DATE: APRIL, 1985

RE: NEW UNIT-CANOEING

We are implementing a new unit in physical education this nine weeks. If you decide to allow your child to be a part of this very special unit, please sign the form below and return it to us. Canoeing will be taught in Orr Park on Shoal Creek which is directly beside the school. We have been able to borrow equipment from the Boy Scouts and Cahaba Canoe, a local canoe shop.

The unit will last two to three weeks and will cover the basic skills in canoeing including safety, paddling strokes, and handling the canoe in the water and on land.

F-94 **MONTEVALLO ELEMENTARY SCHOOL CANOEING...(Continued)**

One of our P.E. helpers and myself will be teaching the class. I have taught canoeing for several years and am a member of the Birmingham Canoe Club. The children have been selected to take part in this unit based on their conduct and ability to follow directions and practice safety. Another requirement is that your child can swim. We are not planning for the children to get wet, but we have to consider the possibilities. Therefore, the children are asked to bring and leave at school a towel and change of clothes.

If you are willing to allow your child permission to participate in this unit, please sign the waiver below and check whether your child is a swimmer or not and if they have ever been in a boat before. The unit will begin on May 12 and continue until late May. Please call if you have questions (665-1551) and come visit the class when it starts. Tim Ray, Montevallo Elementary Physical Education

We the parents of _____ certify that we have read the above note and are aware of the Canoeing unit our child will be involved in. We hereby waive any claims agianst Montevallo Elementary School and the Physical Education teachers arising from our child participation in this unit. We have checked whether our child can swin and if they have been in a boat before.

SIGNATURE_____

MY CHILD CAN SWIM__YES__NO MY CHILD HAS BEEN IN A BOAT BEFORE__YES__NO

CANOEING UNIT. Canoeing was the special unit your child was involved in this last nine weeks. We covered the paddling strokes, safety rules and how to handle a canoe on the water and on land. We evaluated your child on these items with the evaluation below being the average for the unit.

_____CANOEING EVALUATION

Class on the water

Fifth grade canoeists from Montevallo Elementary School engage in a game of tag at Shoal Creek. Michael Reid and Dewayne Osburn close in to put the 'tag' on Niece Harris and Tracy Battle. Forty students took the six week class taught by PE instructor Tim Ray. (photo by Bert Seaman)

MES students play tag on water

by Bert Seaman
Staff Writer

Tim Ray's fifth grade PE classes at Montevallo Elementary School doesn't play tag in the usual way. Instead of giving chase on foot, students paddle after each other.

MES students, you see, play the game in canoes, which may make them the only elementary school students to play tag in this unique way.

"We don't know of any other elementary school that offers canoeing instruction," says Ray, who has taught the unit for the past six weeks.

Students who were eligible for the instruction walked to nearby Shoal Creek each day to learn basic canoeing skills and water safety.

They learned those skills so well, Ray says, that no one ever tipped over.

See CANOE, Page C-2

MONTEVALLO ELEMENTARY SCHOOL CANOEING...(Continued)

Canoe

continued from Page C-1

"One girl got her socks wet launching a canoe," Ray says, "and that was it. Actually, these kids did as well as most college classes."

Approximately 40 students participated in the classes. In order to be eligible, students had to have parental permission and be able to swim.

Was the class fun?

"Yes! Very!," says Nicole King.

An added benefit of the class, says Rachael McKinney was, "getting a suntan."

Canoes and other equipment were borrowed from the Montevallo Boy Scout troop, faculty members, and from Cahaba Canoe and Kayaks Too, a local whitewater speciality shop.

Student teachers Glenda Golden and Don Hardyman helped Ray with the class, which he says will probably be offered again next spring.

LACROSSE: A NEW GAME FOR THE SOUTH

Steve Kolkka, Sandy Springs Middle School, Fulton County Schools

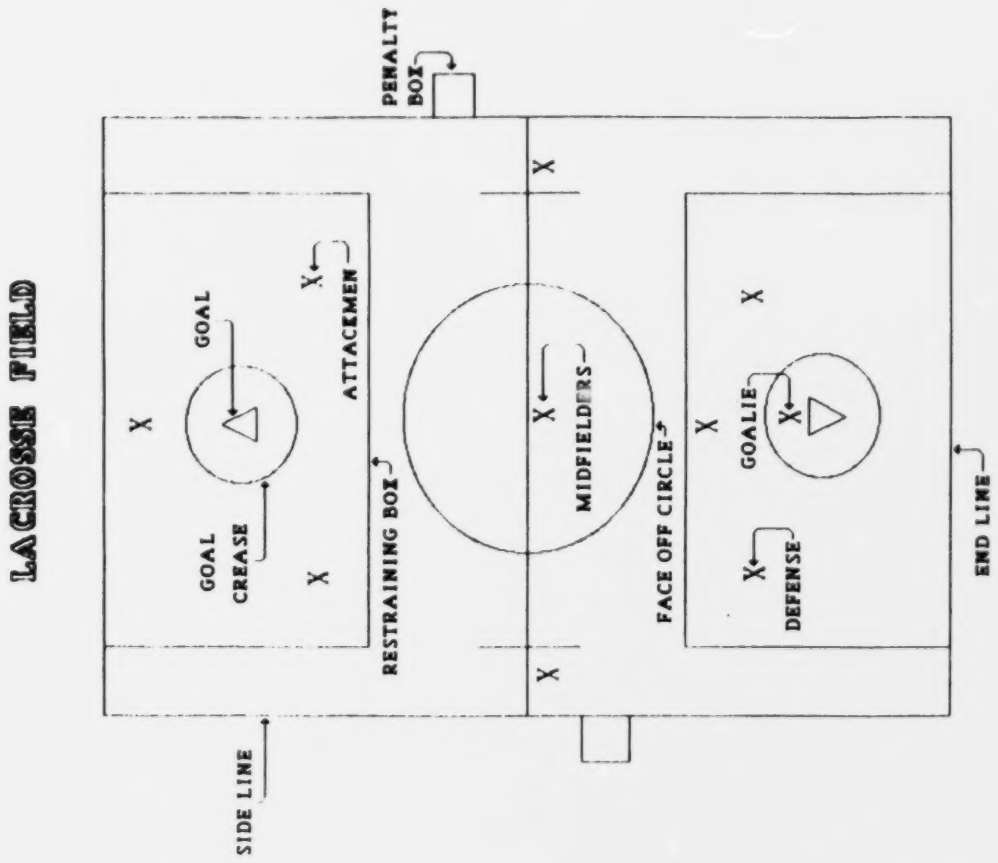
I. An introduction to the game of lacrosse.
   - A. Field
   - B. Equipment

II. Identification of skills in lacrosse
   - A. Throwing
   - B. Catching
   - C. Cradling

III. Sample lessons
   - A. Throwing and catching
   - B. Cradling
   - C. Video lesson
   - D. Drills
     1. Ground balls
     2. Flips
     3. Throwing
     4. Triangle drill
   - E. Games

LACROSSE: A NEW GAME FOR THE SOUTH...(Continued)

IV. Conclusion
- A. Questions
- B. Uses in elementary grades
- C. Make the rules fit your needs



LACROSSE

Lacrosse was invented by the American Indians so it is truly an American game. The game is played with 2 teams of 20 players each. The object of the game is to throw the ball into the opposite team's goal. The game is similar to hockey, soccer, and basketball in movement and strategy.

POSITIONS

Attack (3) plays on the offensive end of the field. Uses a shorter stick and is a good ball control man.

LACROSSE: A NEW GAME FOR THE SOUTH...(Continued)

Midfield (3) plays on both offensive and defensive ends of the field. Players with good endurance play midfield.

Defense (3) plays on the defensive end of the field. Uses a long stick.

Goalie (1) responsible for keeping the ball from going into the goal. Uses a stick with a very wide head.

TERMS

Cradle - movement used by a lacrosse player to keep the ball in the stick while running down field.

Face-off - the action taken by a player from each team at the beginning of each period and after a goal is scored.

Off-Sides - Illegal movement. Not having at least 4 players (including the goalie) in the defensive end of the field or 3 palyers in the offensive end of the field. Opposite team is awarded the ball.

Out of Bounds - the ball is given to the opposite team in bounds and play resumes after the whistle blows.

Shot out of bounds - the team that gets a player to the endline first, after a shot goes out, gets the ball back in bounds the same as out of bounds play.

INTERDISCIPLINARY HEALTH/HEART SCHOOL PROJECT: JUMP ROPE FOR HEALTH EVENT (K-12)

Jan Adair, Agassiz Junior High School, Fargo, North Dakota

The Jump Rope For Heart Event can be the culminating activity after a month of school activities relating to the health/heart concept. The main objective is to involve the entire school in the heart campaign. The next objective is to create curiosity and enthusiam about health/heart. And finally, develop heart volunteers who are concerned about their own fitness and concern to help others who cannot help themselves. The school can feel the sense of accomplishment and school pride for the success of the event.

The school Jump Rope For Heart Coordinators should meet with the principal and outline the plan. With his/her support, contact the chairperson of the various departments within the school. Ask for their cooperation in this project. The coordinators can suggest the following ideas for departments, but, allow the departments to come up with their own creative ideas.

1. Physical Education - Fitness Unit and/or Jump Rope Unit
2. English - Writing projects dealing with Health Month
3. Industrial Arts - Plastic heart key chains
4. Art - Poster contest (display the poster in the main hallways)
5. Science - Unit on Health/Heart
6. Home Ec. - Nutrition/Health/Heart

7. Advisors or Home Room Teachers - Teach social skills necessary in meeting people. Role play how to secure for pledges, how to explain the event, sentence of why they are involved in the project, and the mathematics of the pledge sheets.
8. Mathematics - practicing multiplication to obtain the correct projected pledges on the pledge sheets.
9. Principals - Public Relations
   Funding for a lunch the day of the JUMP
   Order the food for the day of the JUMP
10. Cooks - Make the lunch
11. Custodians - Help set the gyms the day of the JUMP
12. Yearbook Staff - Responsible for taking the pictures the day of the JUMP for the scrapbook.

The coordinators should select a theme each year. If this becomes an annual event in your school, students may wish to have a contest to select the theme. This past school year many schools used the theme Jump For Joy. Next year you may want to use Jumping For Hearts. One month before the Jump Rope For Heart Event, Heart Month begins. Fill the hallways, gyms, and cafeteria with large banners advertising the event. Entering the school on a Monday and finding beautiful red and white banners indicating the necessary information concerning the event for your school can be refreshing. On the banners stress total school involvement and as a school project. If your school has display cases, fill them with information about the event and the prize structure. If samples are available, display them. One part of the case could tell about previous Jump Rope For Heart Events held in the school. Show pictures of previous years and data pertaining to other JUMPS.

Allow students to form their own teams. All team must have a captain. The captains duties are as follows:

1. Form a team of six
2. Sign the team up for the Jump For Heart Event with the coordinator
3. Sign up occurs before and after school in the coordinators office. The students have three weeks to sign up teams and secure pledges.
4. Be sure every one on their team gets some pledges.
5. If a team member must drop out, find a replacement before the day of the event.
6. Hand out pledge sheets, envelopes, student booklets, and information sheets to the entire team. Answer any questions they have.

Teachers can be involved by following the Health/Heart Concept in their classes and by volunteering to jump on a teacher team. Students can be involved by volunteering to jump on a team and completing assignments in classes dealing with the Health/Heart Concept. Teachers and students feel a sense of accomplishment for their successful event because they did it together. The educational value would certainly be present but difficult to measure.

To carry the concept one step further, call the Jump Rope For Heart Day, HEART DAY. Ask the students and teachers to wear red and white clothes. If they have shirts with hearts, wear them. If they have Jump Rope For Heart clothes from another year, wear them.

INTERDISCIPLINARY HEALTH/HEART SCHOOL PROJECT...(Continued)

The more teams involved, the more administrative help that is needed. Involve civic groups or organizations as helpers the day of the event.

1. Student Major Clubs (if in a college area)
2. PTA
3. PTO
4. Booster Club
5. Parents.

At the end of the HEART MONTH and HEART DAY, thank everyone for being a HEART VOLUNTEER. Participation in the Jump Rope For Heart Event indicates their concern for their own fitness and a willingness to help others by raising money for heart research.

Author - Jan Adair, Agassiz Junior High, 1305 9th Ave. South, Fargo, North Dakota 58103.

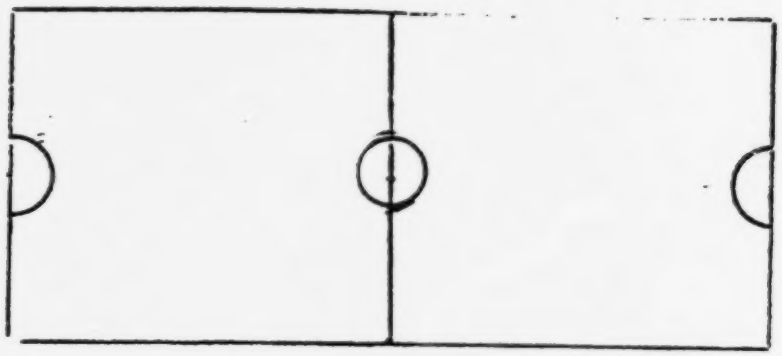
All materials developed by the AHA/AAHPERD for the JRFH program will be on display. Ideas will be presented on how to use these materials within the school setting.

SCOOP LACROSSE—AN INNOVATIVE GAME (K-8)

Charlene Stewart, Georgia Southern College, Stateboro
Sue Oertley & Judy Roades, Marvin Pittman School, Georgia Southern College, Statesboro

Scoop Lacrosse is a game designed by the physical education teachers and students at Marvin Pittman School. It has proved to be an excellent game for developing hand-eye coordination, space awareness, offensive and defensive strategies, cardio-respiratory fitness and having fun!

PLAYING AREA — Gymnasium (basketball court) or larger outdoor area.



EQUIPMENT — A tennis ball or similar ball; an improvised "scoop" made from a plastic gallon milk jug.

TEAM — The number of players depends on the size of playing area. Suggested number for basketball court is seven; 1 goalie, 1 center, two forwards and three guards.

PERIOD OF PLAY — The game is divided into halves, each approximately 10 minutes.

PROCEDURES:

1. Object of Play
   a. The offensive team attempts to advance the ball toward and through the opponent's goal by passing the ball to teammates as they move toward the goal area.
   b. The defensive team attempts to obtain possession of the ball and advance it to the center line where it is thrown to one of their offensive players.
2. Player Positions
   a. Goalie must play within the goal area.
   b. Center may play the full court.
   c. Guards must play on the defensive end of the court.
   d. Forwards must play on the offensive end of the court.
3. Putting the Ball in Play
   a. Coin toss called by the two center players; winner gains first possession at the beginning of first half; loser gains first possession at beginning of second half.
   b. Ball is placed on ground at center circle where it is scooped off the ground to an offensive player.
   c. All other players except the offensive center are outside the center circle.
4. Rules
   a. All throws are under-hand — No over-hand or side-arm throws.
   b. Defensive players must allow offensive players enough room to throw the ball—approximately two feet.
   c. Only the goalie is allowed in the goal area.
   d. Throw-ins are executed by placing ball on ground at side line where the ball passed out of bounds and is scooped up into play.
   e. Points are scored when the ball passes through the goal area while in flight.
   f. No body contact is allowed during play.
   g. A player may take only three steps while in possession of the ball or may hold the all in the scoop for three seconds. No combination of steps and holding is allowed.
   h. No part of the body, especially the hands, should touch the ball.
   i. An opponent may not hit a player's scoop to dislodge the ball.
   j. A ground ball cannot be covered by a scoop; the ball must be immediately scooped into the air.

Any VIOLATION of the above rules results in a free throw.

REMINDER: NO RULE OR PROCEDURE IS SACRED! MAKE CHANGES WHEN YOUR STUDENTS' NEEDS DICTATE THEM.

SCOOP LACROSSE: AN INNOVATIVE GAME...(Continued)

SUGGESTED GAME SKILL DEVELOPMENT ACTIVITIES: (Four Stages of Skill Development*)

STAGE 1: Controlling the Scoop and the Ball when Passing and Receiving

A. Major Task: Stationary Passing to Self
   1. Change levels
   2. Pass to different places in space near body (self)--step forward, backward, sideward
   3. "Give" with the scoop so ball will not bounce out of scoop
   4. Throw and catch as long as possible to self without losing control

B. Major Task: Stationary Passing to Stationary Receiver
   1. Stand at different distances
   2. Receive at different levels
   3. Pass from different levels
   4. Receive ball at full extension from personal space
   5. Pass ball from the level it was received
   6. Use body flexion to generate force and step into pass
   7. Give with the ball to receive it
   8. Use one continuous action for receiving and passing
   9. Make as many passes as possible without losing control
   10. Make as many passes as possible in 30 seconds

C. Major Task: Stationary Passing to Moving Partner
   1. Vary the distances
   2. Vary the levels of pass
   3. Move away from, toward, and to the side of the passer
   4. Place the ball ahead of the receiver to where the receiver will be
   5. Use the pivot
   6. Place the ball ahead of the receiver
   7. Choose the appropriate level of pass for the direction of the receiver
   8. Make as many passes in a row as possible without losing control
   9. Make as many passes as possible in 1 minute without holding the ball in the scoop any longer than necessary upon reception

D. Major Task: Moving Passer to Moving Receiver
   1. Pass the ball so that the receiver does not have to stop to catch it
   2. Make as many passes in a row from a distance without losing control
   3. Pass the ball so that the receiver catches the ball at full extension

STAGE 2: Combining Catches, Passes, Scoring Attempts and Simple Rules

A. Major Task: Receiving Ball and Throwing for Goal
   1. Stationary player throws to stationary receiver who attempts to throw ball into goal
   2. Emphasizing the traveling rule, stationary player throws to moving receiver who attempts to throw ball into goal
   3. Enforcing the traveling rule, moving player throws to moving receiver who attempts to throw ball into goal
   4. Change direction of approach to goal in #3
   5. In groups of three or four, execute #1, #2, #3, and #4

STAGE 3: Offensive and Defensive Strategies

A. Major Task: Two Offense and One Defense (emphasizing passing and/or holding option)
   1. Use unlimited space
   2. Use limited space
   3. Add rule infractions
   4. Add line of direction toward goal
   5. Thrower and receiver maintain possession as long as possible
   6. Defense positions himself/herself between receiver, thrower and/or the goal

B. Major Task: Three Offensive Against Three Defensive Positions
   1. Emphasize quick passes, defense staying between ball and direction of offense goal
   2. Combine passing with shooting to target
   3. Make quick changes from offensive to defensive role
   4. Add all rules/violations and penalties

STAGE 4: Modified Game/"Official" Game

A. Major Task: Four Offensive Against Four Defensive Positions
   1. Require x number of passes before scoring
   2. Play cross-court for limited space per group/game and for maximum participation
   3. Start game with center scoop
   4. Use zone defense

B. Major Task: "Official" Game

"Four Stages of Game Skills Development taken from:
Rink, Judith, E., Teaching Physical Education for Learning. Times Mirror/Mosby College Publishing, 11830 Westline Industrial Drive, St. Louis, Missouri 63146 (1st Edition)

HEART AT WORK: AN AFTERSCHOOL PROGRAM FOR OBESE CHILDREN (K-8)

Jackie Evans Fillingim, Elementary Curriculum Coordinator, Carrollton City Schools

OVERVIEW

Fitness Force is an after-school health enhancement program developed last Spring by the Carrollton City School system through a Nutrition Education Grant funded by the State Department of Education. The purpose of the program is to instill a life-style approach to daily health habits through student participation and education. Parental involvement is a vital component that contributes to the program's success.

HEART AT WORK: AN AFTERSCHOOL PROGRAM...(Continued)

Funded this year by the American Heart Association and staffed with nutrition and exercise specialists, the program is offered to selected third through sixth grade students at College Street School and Alabama Street School. The students meet three afternoons a week for twelve weeks to participate in exercise and receive health/nutrition education. Many of the activities call upon the rich variety of community resource personnel and facilities. Specific goals include the following three objectives:

1. to increase activity level
2. to provide nutrition education to alter poor eating habits
3. to provide the opportunity for social interaction through successful experiences, thus enhancing self-esteem

RATIONALE

There is general agreement among researchers that the incidence of childhood obesity ranges from 12 to 30 percent of the children being overweight. More alarming is ample evidence that about 80 percent of the children who are overweight during their first ten years will continue to be overweight as adults. The tendency for overweight children to remain overweight as adults predisposes them to health hazards such as diabetes, hypertension and coronary heart disease. In addition to physiological problems, the overweight child is often subjected to ridicule and rejection that leads to poor self-esteem.

In order to prevent such problems from occurring, early intervention is necessary. A school setting is ideal to offer intervention since school programs have the potential to reach many children, can provide continuous service and followup, trained supervision is available and facility costs are minimal. Because the obese child tends to be less active than other children, a concentrated supplemental exercise program to meet their specific needs can make a significant difference in weight control. A pattern of daily exercise, combined with student and parent education in the development of proper nutritional habits, may minimize the risks of later development of hypokinetic disease.

SELECTION

During the second week of school, the physical education teachers administer the Health Related Physical Fitness Test developed by the American Alliance for Health, Physical Education, Recreation and Dance. The test assesses the following components: cardiovascular condition through the one mile walk/run; muscular strength and endurance of the abdominal and back region through situps timed for one minute; flexibility of the hamstring and lower back muscles through the sit and reach test; and, body composition through skinfold measurement of the tricep and subscapular region. Students who fell below the 20th percentile in the body composition category were randomly selected to be Fitness Force participants. The parents of selected students signed an agreement to attend at least two meetings to acquaint them with program goals. Students were required to have their physician's approval for participation to rule out any possible medical conditions that would affect participation or require special attention.

PROGRAM

Fitness Force meets three times weekly for twelve weeks. Two days a week the students receive an hour of exercise and an hour of health/nutrition education. The third afternoon meets for one hour and is devoted to vigorous exercise. Field trips enhance the health program format and has included trips to the hospital radiology department for an anatomy lesson and the cardiology department for a heart physiology lesson; the grocery store excursion required students to carefully read product labels before deciding which snack to purchase for their group; trips to the college, recreation department and health club facilities acquainted students with local fitness opportunities; the visit to a local state park helped students realize the beauty of nature while attaining fitness on the nature trail hike. Community speakers have added variety to the curriculum with visits from the West Georgia Ambulance Service to take blood pressure and heart rate; the nutrition director to provide guidance on maintaining their food log within the dietary guidelines; the county extension agent to teach nutritional concepts through games and activities; a nurse from West Georgia College to discuss general first aid; the cardiopulmonary director from Tanner Medical Center to discuss lung anatomy and physiology with emphasis on the importance of not smoking; a counselor to discuss feelings; a teacher to demonstrate heart anatomy through the dissection of a cow heart; the state department nutrition director on fast foods; the dairy council consultant on nutrition concepts; the school superintendent to discuss what they have learned from the program and to charter followup plans, and, the high school art teacher to help them design and illustrate the snack food recipe book they wrote for publication. Other activities included the vidoetaping of commercials the children wrote to market their nutritious snack food product they developed for the recipe book, working with the cafeteria staff to plan a nutritious lunch for the school, writing skits, role playing and viewing films on fitness and nutrition.

The exercise program concentrates on the following health related fitness components in each workout:

1. cardiovascular conditioning
2. muscular strength and endurance
3. flexibility
4. the reduction of body fat through aerobic training

Students are taught how to monitor heart rate and adjust exercise intensity accordingly. Students also keep exercise graphs to chart exercise outside of class.

The nutritional component of the program stresses the following factors:

1. maintaining a balanced diet from the four groups
2. following the dietary guidelines to reduce fat, sodium and sugar intake
3. increasing nutrient density per calorie

The school system nutrition director works closely with the program to provide nutritional information to the teachers and students. Daily food logs are kept by the students to provide an awareness of consumed foods and to give the nutritionalist and teacher a clue as to home eating patterns or specific foods that may need some modifications. As students become more nutritionally educated, they can use their logs to analyze their eating habits. Are they getting a balance of carbohydrates, proteins, fats, vitamins and minerals? What foods are their weakness? What substitutions could they make? Is food preparation a problem? The nutritionalist provides students and parents with recipes that will lead to practicing healthy cooking styles. Nutritional snacks provided by both cafeteria staff and parents are offered at the conclusion of each class to give students alternate snack choices.

HEART AT WORK: AN AFTERSCHOOL PROGRAM...(Continued)

MOTIVATION

All students receive a notebook to collect the educational literature they receive throughout the sessions. They are required to maintain graphs on daily exercise and keep food logs. By maintaining their own records, students receive immediate feedback on their efforts. In addition, group charts are posted in the school for others to see and admire. Students earn points on attendance, participation, record keeping, exercise outside of class, nutritional eating habits and improved fitness categories. Award ceremonies are held at the midway point in the session and again at the end of the program. Certificates and ribbons are awarded to all students who complete the program and trophies are given to those with the most points. Students earn the right to keep the Fitness Force T-shirt if they attend the classes on a regular basis and keep up with their record-keeping; they sign a contract stating this agreement.

PARENT PARTICIPATION

Parents agree to support their child's needs at home and help their child maintain his or her exercise graph and food logs. Parents are encouraged to attend the sessions with their child. A parent orientation meeting is held the second week of the program and correspondence with parents is frequent to keep them updated on their child's progress and program activities. Educational meetings are held for parents during the session on nutrition and exercise. Parents sign an agreement to come to the orientation meeting and at least one workshop in order for their child to be placed in the program.

EVALUATION

Students receive pre and post test using the Health Related Physical Fitness Test and the Piers-Harris Self Concept Scale. The fitness test measures the functional health components of cardiovascular condition through the one mile walk/run, flexibility using the sit and reach test, muscular strength and endurance through situps timed for one minute and the body composition test using skinfold calipers. Weight, height, blood pressure and heart rate are also measured. The Piers-Harris Test is a written test that is administered at the beginning and end of each session to determine if self-concept has been enhanced through improved nutrition and fitness patterns. Parents periodically receive test reports followed by general prescriptions for meeting their child's needs at home. To determine if the program has had an impact on participating students, a control group of students not receiving the intervention receive the same battery of tests. These results will be analyzed for significance.

FOLLOWUP

Followup is an important factor to the success of a fitness program. Students completing the program will become charter members of the Fitness Force Club to meet monthly. Charter members can serve as advisors to other students and can serve as a team to plan health-related programs for the school or special groups. Students can also serve as health ambassadors to the community and participate in community related health functions.

CONCLUSION

In summary, the Fitness Force Health Intervention Program includes the following components:

1. achievable goals
2. measurable pre and post assessment in health related fitness components; other assessed areas include self-concept and weight loss
3. exercise
4. nutritional counseling
5. social interaction opportunities
6. parental involvement and education
7. behavior modification through record keeping
8. motivators to maintain adherance to the program such as periodic award systems and displayed charts
9. followup sessions to enhance maintenance of fitness levels, pounds lost and good nutrition habits

STAFF

Program direction is Jackie Fillingim, Elementary Curriculum Coordinator for the Carrollton City School System. Mrs. Fillingim has a MA in Education and AS5 in Administration and Supervision; she will soon complete her MS in Exercise Science.

School program leaders are Jackie Keeling at College Street School and Robin Doldan, physical education teacher at Alabama Street School. Both Mrs. Keeling and Mrs. Doldan have a BS in Health and Physical Education, K-12. Teachers Susan Chiulli, Mary Zeis and Rose Baugher assist the program leaders.

In addition, specialists serve as consultants to the program. Mrs. Nita Barr, Nutrition Director for the Carrollton City School System, works closely with the nutritional aspects of the program. Dr. Jerry Brandon, Exercise Physiologist at Georgia State University, has provided guidance on various aspects of the program.

The involvement of the community in a wellness program for their children has heightened the awareness of health and nutrition for all. The program relies heavily on the involvement of the specialist within the community to work with the children.

Through the efforts of the Carrollton City School System and the support of the American Heart Association and the local Board of Education, the program is being developed to share with other interested school systems and organizations. Carrollton City Schools plan on expanding their program within their system to meet the needs of both younger and older children.

SHORT JUMP ROPE TEACHING TECHNIQUES (K-8)

Camilla Y. Kerst, Johnson School, Franklin, Tennessee;
Christi Kay, Bells Ferry Elementary School, Cobb County Schools; &
Cheryl M. Close, Virginia Polytechnic Institute & State University, Blackburg

Basic suggestions when presenting tricks:

1. Break trick into as many basic parts as possible.
2. Have students practice many times without their ropes so they can train their feet to do the trick.
3. Have them start performing the trick using a very slow turn of the rope, gradually increasing the speed of the turn.

SHORT JUMP ROPE TEACHING TECHNIQUES...(Continued)

Beginning tricks:

1. Double sideswing: hands together, hit rope on both sides of body and then jump through.
2. Single sideswing: hands together, hit rope on one side of body and then jump through.
3. Skier: feet together, jump sideways, right and left with one turn of the rope. Keep jumps small.
4. Bell: feet together, jump forward and backward with one turn of the rope. Keep jumps small.
5. Side straddle: feet together, jump, place feet sideways, and bring back together.
6. Forward straddle: feet together, jump, place feet in a front-back position, bring back together and place opposite foot in a front-back position.
7. Double straddle: combination of the side straddle and the forward straddle.
8. X: feet together, jump and cross right foot over left foot and then jump and cross left foot over right foot.
9. Peek-a-boo: feet together, jump, extend right foot to side and touch, bring feet together, jump, extend left foot to side and touch, bring feet together.
10. Double peek-a-boo: same as peek-a-boo, except you touch the extended foot twice to the side.
11. Toe to toe: feet together, jump, touch right toe in back of body and then touch left toe in back of body.
12. Heel to heel: feet together, jump, touch right heel in front of body and then touch left heel in front of body.
13. Heel to toe alternate: feet together, jump, touch right heel in front of body and then touch right toe in back of body, repeat using the left foot.
14. Twister (1/4): feet together, jump, twist from waist down to the right side, back to center, twist to the left side, feet point the direction you are turning.
15. Twister (full): same as the 1/4 twister, except you do not stop in the middle, twist from right side to left side.
16. Criss Cross: feet together, jump, cross arms in front of body, waist high, jump through and then uncross arms; give yourself a big hug to make a space big enough to fit through.
17. Sideswing criss cross: same as criss cross, except you bring right hand over the top and jump, uncross and bring left hand over the top.
18. Fling: feet together, this trick is done to a three count, 1-touch right foot to the side, 2-touch right foot in front, 3-touch foot back together with left foot, repeat using left foot.
19. Can can: feet together, this trick is done with a three count, 1-lift right knee, 2-lower right knee, touch floor with right foot, 3-extend right leg out and up as high as possible, repeat using the left leg.

Intermediate and Advanced Tricks:

20. Wounded duck: feet together, jump with toes together, and then jump with heels together.
21. Wing ding: feet together, start with right foot, twist leg at the knee and touch the floor with the toe, repeat using the left foot.
22. Frog: feet together, lift right foot, touch inside knee of left leg and extend right foot to side, repeat using the left leg.
23. Irish fling: feet together, this trick has 5 steps, the first three are the same as the fling, the 4-is cross right foot in front of left leg, 5-touch left knee with the right foot, repeat using left foot.
24. 180: feet together, hands together, hit rope to side of body, turn direction of side hit 1/2 of a turn.

SHORT JUMP ROPE TEACHING TECHNIQUES...(Continued)

25. 360: same as 180 except you hit on the side again and turn back to the direction you started from, need to make a continuous circle.
26. E.B.: feet together, place one hand along waist band in back and one hand along waist band in front, elbows in, pretend you are going to bow.
27. E.B. cross: same as E.B. except at the end you snap wrist and hitch-hike with thumb, jump through rope to the side of body.
28. W.W. kick: feet together, cross right foot in front of left foot, push off with right foot, lift left into air, and click left foot with right foot, repeat going opposite direction.
29. T.S. cross: feet together, cross arms behind the back, keep hands low around waist, must be crossed so there is a big enough hole to jump through.
30. Under the leg: lift right leg, put right hand under the knee from the inside of the leg, must be under the knee enough so you can keep rope turning, free hand is turning the rope over the body, free leg is jumping, go into side hits to get out of this trick.
31. Double under the leg: great one to use to change directions, feet apart, hold onto the handles, rope goes between both legs, goes over head and when you pull it back out you are now going backwards with your rope.
32. Double unders: feet together, snap the wrist, knees bent, stand tall, head up, jump and push off with toes-point the toes, turn rope fast—main thing is the wrists have to snap the rope.
33. Grapevine: feet together, cross right foot in front of left foot and then cross right foot behind left foot, repeat until you have traveled 50 feet.
34. 360 full twist: feet together to start, land with feet a little apart, complete 360 with only one turn of the rope.
35. 720: same as 360 full twist, as soon as you finish turning one direction immediately turn the opposite direction.
36. Alternate E.B. cross: same as the E.B. cross except you perform it on right side and then the left side.
37. Toad: combination of an under the leg with a criss-cross, opposite arm goes under opposite leg, free arm does the criss-cross turn.

Pogo stick: The pogo stick adds an exciting challenge for the students. As soon as the tricks are mastered, and the students have mastered jumping on the pogo stick, they will be ready to put the two together. I have found the black, rubber, S-hook straps to be the safest to attach to the handle of the pogo stick, around the waist of the jumper, and reattach to the handle of the pogo stick.

I have purchased Master pogo from Gopher Athletic, 220 24th Avenue, N.W., Owatonna, Mn. 55060. This has been a useful, economical, and durable pogo stick. I am sure there are others available in various price ranges, check around to find one that fits your needs.

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CLOGGING: SOMETHING FOR EVERYONE (4-8)

Birdie E. Bell, North Georgia College, Dahlonega

"TRAVELIN'"

A circular clogging routine designed to reinforce the learning of two basic steps.

Presented by Birdie Bell, North Georgia College, Dahlonega, Georgia.

Music: Slower tempo
"I've Got Me a Woman", John Anderson, Warner Bros. Records, #7-28855, CTN 2301S.

"Telluride", The Nitty Gritty Dirt Band, Warner Bros. Records, #7-28897, DTN 24265.

Faster tempo
"Groovy Grubworm", Harlow Wilcox and the Oakies, International Records, #GTS-401, 711-610.

"Oklahoma Borderline", Vince Gill, RCA, #PB-14216.

Formation: Single circle, facing CCW

1. Begin R, moving forward with:

   (1) (2) (3) (4) (5) (6) (7) (8)
   Double-step, double-step, double-step, double-step

2. Begin R, in place with:

   (1) (2) (3) (4) (5) (6) (7) (8)
   Double-step, rock, step; double-step, rock, step

3. Repeat 1 and 2, then begin R, moving backwards with:

   (1) (2) (3) (4) (5) (6) (7) (8)
   Double-step, double-step, double-step, double-step

   (1) (2) (3) (4) (5) (6) (7) (8)
   Double-step, rock, step; double-step, rock, step

4. Repeat from the beginning continuing with two sets forward and one set back.

"POT POURRI"

A clogging routine choreographed by Birdie Bell, North Georgia College, Dahlonega, Georgia.

Music: Slower tempo:

"Telluride", The Nitty Gritty Dirt Band, Warner Bros. Records, #7-28897.

Moderate tempo:

"Louisiana Saturday Night", Mel McDaniel, Capital Records, 4983.

Faster tempo:

"Cajun Moon", Ricky Skaggs, Epic Records, 34-05748.

Formation: Line, no partners.

Counts		
	A.	Forward and Back
		1. Begin R, moving forward with:
		(1) (2) (3) (4) (5) (6) (7) (8)
8		Double-step, Double-step, Double-step, Rock, Step
		2. Begin L, moving backward with:
		(1) (2) (3) (4) (5) (6) (7) (8)
8		Double-step, Rock, Step, Rock, Step, Rock, Step
16		3. Repeat #1 and #2.
	B.	Side and Back
		1. Begin R, moving R with:
		(1) (2) (3,4)
8		Double-step, Rock (cross behind)
		(5,6) (7) (8)
		Step, Brush/drag, Slide
		2. Begin L, moving L with:
		(1) (2) (3,4) (5,6) (7) (8)
8		Double-step, Rock, Step, Brush/drag, Slide
16		3. Repeat #1 and #2.
	C.	Shuffles
8		Shuffle 4 both feet.

"Pot Pourri" - Page Two

Counts	
	D. Turn back, Turn front.
	1. Begin L with: (performed in place)
	(1) (2) (3) (4) (5) (6) (7) (8)
8	Double-step, Rock, Step; Double-step, Rock, Step
	(9) (10) (11) (12) (13) (14) (15) (16)
8	Double-step, Rock, Step, Place R toe, Pivot 180° turn.
16	2. Repeat exactly and end facing original direction.
	E. Shuffles
8	Shuffle 4 both feet.
	F. Double-step, Brush, Slide
	1. Begin R in place with:
	(1) (2) (3) (4)
4	Double-step, Brush/drag, Slide
	(5) (6) (7) (8)
4	Double-step, Brush/drag, Slide
	G. Touch series
	1. Drag and Slide on L, Touch and Brush with R.
	(1) (2) (3) (4)
4	Touch/drag, Slide, Touch/drag, Slide
	(5) (6) (7) (8)
4	Touch/drag, Slide, Touch/drag, Slide
	(1) (2) (3) (4)
4	Touch/drag, Slide, Touch/drag, Slide
	(5) (6) (7) (8)
4	Touch/drag, Slide, Touch/drag, Slide
	2. The pattern is this: touch in front twice, touch in back twice, touch in front once, in back once, to the side once, and brush, slide as you turn ¼ turn to the left.
	3. Start over at the beginning.

"JOHN ERIC"

A clogging routine presented by Birdie Bell, North Georgia College, Dahlonega, Georgia.

Music: "John Eric", Produced by the Tennessee Mountain Cloggers. Distributed by The Tennessee Mountain Distributors, 146 Westbrook Circle, Oak Ridge, Tennessee 37830.

Formation: Line, no partners.

Counts

1. Begin R, in place, with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double-step, rock, step; double-step, rock. step.

2. Begin R with:

(1) (2) (3) (4)
4 Double-step, brush/drag, across/slide.

(1) (2) (3) (4)
4 Double-step, brush/drag, across/slide.

3. Touch R as you shuffle L touching the R toe in front of the L with:

(1) (2) (3) (4) (5) (6)
Drag/touch, slide; drag/touch, slide; drag/touch, slide;

(7) (8)
8 drag/touch, slide.

4. Begin R with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double-step; rock (L), step (R); rock, step; rock, step.

5. Begin L with:

(1) (2) (3) (4) (5) (6)
Double-step; drag/touch, slide; drag/touch, slide;

(7) (8)
8 drag/touch, slide.

6. Begin R with:

(1) (2) (3) (4) (5) (6)
Double-step; drag/touch, slide; drag/touch, slide;

(7) (8)
8 drag/touch, slide.

Counts	
	7. Begin L moving towards the R with:
8	(1) (2) (3) (4) (5) (6) (7) (8) Double-step; double-step; double-step, rock, step;
8	(1) (2) (3) (4) (5) (6) (7 & 8) Double-step; double-step, rock, step; hop R.
	(On the hopping step turn 180° and face opposite direction.)
	8. Begin L in place with:
8	(1) (2) (3) (4) (5) (6) (7) (8) Double-step; double-step; double-step, rock, step;
8	(1) (2) (3) (4) (5) (6) (7 & 8) Double-step; double-step, rock, step; hop L.
	9. Start over at the beginning with the R. You are now facing in a new direction.

ADVENTURE ACTIVITIES IN SECONDARY PHYSICAL EDUCATION

Brenda Segall & Frances Worden, Etowah High School, Cherokee County Schools

After becoming familiar with Project Adventure at a staff development presentation in 1979, we procured county funds in order to implement into the curriculum our version of the program. This funding provided instructor training through Project Adventure and Cliffhangers, Inc., as well as construction of the ropes courses on the school campus.

The course activities included predominately New Games and ropes course participation, with time also allotted for learning campfire cooking, hiking, and backpacking skills. Students were initiated into class during the first two weeks with a variety of New Games, including icebreakers, blindfold activities, and group challenges. The icebreakers gave the student the opportunity to overcome inhibitions concerning performing in front of others. Blindfold games elicited students' awareness of their other senses, allowing them to emphathize with others, and forcing them to become fully trusting of classmates. Simple and complex group challenges allowed the students to learn to deal with frustrations and continue to persevere until a solution was reached. In the process of problem-solving, the students took leader and follower roles, interaction was discouraged throughout the activities. At the end of many of the games, the class and teacher discussed the dynamics of what had happened in each group to increase the students' understanding of successful group functioning. When the students had demonstrated through the games that they were capable of trustworthy behavior and were responsible for others' safety, they were allowed to begin rope course activities.

ADVENTURE ACTIVITIES IN SECONDARY PHYSICAL...(Continued)

From the first day, the parents and students were made aware of the nature of the class and the students' responsibilities. For this purpose on the first day of class, the students were given a letter which required the parents' signatures. The purpose of the letter was to introduce the parents to this unique course and make both student and parent aware of class trips, required materials, and expected behaviors.

Each student was required to have some type of insurance which would cover potential accidents and sickness on trips and in class. As with any physical education or athletic activity, only students' insurance, not general school insurance, was expected to cover injuries or sickness that might have occurred. Although the course dealt in challenge and risk, the activities were designed with safety as a priority. All activities were performed with spotters and safety ropes, when needed. This additional care made Adventure Activities one of our least accident-prone classes. Over a five year period only four students have been injured past the "bandaid" stage. These were all minor leg injuries similar to those seen when participating in vigorous activities in any physical education class. There have been no injuries on any of the higher elements.

Additional class activities were one hiking trip, a campfire cookout, and a notebook. Although the students had the opportunity to go on several trips, they were only required to go on a one day hike. All trips were within a two hour drive of the school, and the cost was kept to a minimum. The day hike, a new experience for many of our students, taught them how to prepare for hiking and familiarized them with some hiking trails in Georgia. Campfire cooking also helped prepare students to be able to enjoy more of the recreational activities available in Georgia. The cookout required about a week of preparation, including fire building, menu planning, and the actual challenge and satisfaction of cooking an edible, perhaps even tasty, meal. As a summary of their experiences, the notebook provided the students with helpful materials for outdoor activities and required them to reflect on class and trip experiences. Included in the notebook were handouts, a trip evaluation, a high element evaluation, ten recipes which they had acquired for outdoor cooking, and a self-evaluation concerning changes in attitudes toward themselves and their interaction in group activities. The changes which took place in a student from participating in the class were amazing. The students learned to be more self-confident, increased their self-esteem, and developed a greater empathy for others. Through fulfilling different roles in group work, they learned a great deal about themselves and others. A healthy respect and love for the outdoors was also acquired. Their accomplishments can best be described through their own words, written in the course evaluations and their notebook self-evaluation.

> "It showed me that I had courage I never thought I had. It also showed me that trusting is a big emotion."
>
> "I have a more positive behavior and better attitude."
>
> "Because of this course, I trust people more than I did before...I did things in this class I wouldn't even think of doing elsewhere."
>
> "I can think better as part of a group, let someone be the leader and listen to everyone's ideas. My self-confidence is a lot higher. The course should help me later on in life."

"I have changed considerably since I entered your class. Now I think about my actions and realize what I am about to do is dumb or dangerous; then I won't do it...I would help anyone anytime now immediately without even thinking who or what they are. I have made many really good friends."

"Of all of my accomplishments the most important to me was finding out more about myself and becoming independent."

"I am very different from when I entered the class...I feel like I can work with people now because before I used to (believe it or not) be shy and wouldn't speak out. Also I have met new people and even found out that people do like me..."

The Adventure Activities class was offered as an elective physical education course. Due to potential dangers, students were required to have instructor permission to sign up for the class. Students who have demonstrated behaviors dangerous to others' safety, or seemed to be totally lacking in responsibility, were not allowed to register for the class. Although these students were few, many times as they matured, they later became capable of the behaviors needed for the course and were encouraged to sign up at that time.

The course added new enthusiasm and energy to the physical education curriculum and to personal and professional development of instructors. Each semester the melding of the members of the class into a working, thinking group appeared impossible; yet, by the time they finished the Wild Woosy, the Wall and all the other challenges, noticeable individual growth occured in almost all students. What is even more exciting is that students transferred their newly found self-image to personal and school life. Many students who had been trudging the path of failure turned their direction toward continued success. Changes which took place in our students should be credited to the Project Adventure curriculum and not necessarily to individual teachers.

NOTEBOOK FOR ADVENTURE ACTIVITIES

1)Ten recipes for outdoor cooking
Recipes will be graded according to creativity and practicality. Something such as a Kool Aid recipe will not be given credit.

2)Evaluation of the trips in which you took part.
Include the cookout, hiking trip, and rafting trip.
Describe location, what you took , what you did, your reaction to the trip, what you should have taken in addition to what you took or what should have been omitted.

3)Any handout given in class. Include the handout which you filled out while hiking Kennesaw Mountain.

4)High Element evaluation.
Include the element, your reaction to it, and whether you would do it again.
Each element should be listed seperately with much time and thought put into your evaluation.

5)Self-evaluation.
This should include how the course has affected you, how you changed in terms of your relationship to others, how you feel about your self, trust of others, self-confidence, heights, the way you view your limitations.

ADVENTURE ACTIVITIES MIDTERM

name_____

1.Where do the spotters stand when spotting on the tension traverse?

2.Where do the spotters stand when spotting on the wild woosy?

3.List ten items to take on a day hike in winter.

4.What is hypothermia? How do you prevent it and how do you treat it? (big points question, take your time)

5.What are things which are necessary for a person to be a good spotter. list five.

6.What are the characteristics of a person you would want to participate with in a problem solving activity such as the nitro crossing or the wall? list five.

7.What are the characteristics of a person which would make him unsafe on the ropes course? list 5

ANSWER TWO OF THE FOLLOWNING THREE QUESTIONS.

1.List 5 things you should look for in a back pack.

2. List 5 things to look for when buying boots.

3. What are the two types of stoves and the advantages and disadvantages of each?

Dear Parent/Guardian:

Your son/daughter has been given permission to enroll in our elite physical education class, Adventure Actvities. The purpose of this course is to provide various challenging experiences for each student. The students should develop a sense of trust, self-confidence, agility, physical coordination and group cooperation. Included will be problem-solving activities, familiarization with outdoor leisure time opportunities and educational participation on a ropes course. There will also be several out-of-class trips such as hiking, rafting and a cookout. The students will be required to go on at least one hiking trip.

Materials needed for this course are a bandana, leather or leather palmed work gloves (a pair may be shared between two students), and wearing apparel appropriate for hiking. Although a regulation physical education uniform is not required everyday, each student must wear clothes suitable for vigorous outdoor activiity , such as T-shirt, loose fitting jeans, jackets, hat and gloves in cold weather, and tennis shoes. Each student should also have insurance coverage as in any P.E. class.

Grading will be based on a notebook , skills test, participation, dressing out , and written test. The notebook must be completed and turned in inorder to receive a passing grade.

Tenative trip dates will be hiking March 15 and April 19, cook out March 6, and rafting May 11. Every effort will be made to keep the cost minimal for these trips.

Any parent who is interested in more information or in helping with any of the trips should contact one of us at the school at 926-4411. Thank you for your support in this exciting new venture in physical education.

Sincerely,

Dr. Segall
Miss Worden

Dear Parent or Guardian,

Our Adventure Activities class will be hiking for the second time on Saturday, April 10. We will be leaving from Big Star parking lot at 8:15 A.M. and returning around 1 p.m. Our trip will be to Kennesaw Mountain. The hikers will need to dress appropriately for the weather and bring a sack lunch, and any medications they might need (asthma , bee sting, etc..). They will also need water, gorp, a small pack (If they do not have a pack, a large one will be provided for them to share the use and carrying), and a dollar for gas.

If you as a parent would like to come along we would be pleased to have your company . Please fill out and return the permission slip.

Sincerely,

Dr. Segall

Frances Worden

My son/daughter,_____, has my permission to go on the hiking trip on April 18 with the adventure activities class at Kennesaw Mountain.

_____
(parent's signature)

_____ My child may ride in a student's car.
_____ My child must ride in a teacher or parent's car.
_____ I plan to go on the trip with the class.
_____ I will drive.
_____ My child will drive.
_____ My child will be bringing medication. Please list reason for medication, medication and emergency procedure.

_____ If my child has an emergency Ms. Worden may take Him/Her to Kennestone Hospital for emergency treatment and have my permission for the authorization of treatment. My insurance is _____. I will be notified at this telephone number immediately _____.

_____
(parent's signature)

OTHER PRESENTATIONS TO BE GIVEN:

THINGS TO DO WHEN YOU CAN'T DO YOUR THING (K-8), Jeannie Fifer, Pine Castle School, Orlando, Florida

FITNESS FORCE: AFTER SCHOOL HEALTH ENHANCEMENT PROGRAM FOR CHILDREN (K-8), Jackie Fillingim, Elementary Curriculum Coordinator; Susan Chiulli and Jackie Keeling, College Street School; and Robin Doldan, Alabama Street School; Carrollton City Schools

CERTIFICATION BASED ON PERFORMANCE (K-12), Joy Blake and Donald Splinter, Teacher Assessment, Georgia Department of Education, Atlanta

ADAPTED PHYSICAL EDUCATION: SUCCESS-ORIENTATED ACTIVITIES, James E. Rich, Adapted Physical Education Consultant, North Carolina Department of Public Instruction, Greensboro

TEAM TEACHING VARIATIONS (4-8), Judy Battles, Mabry Middle School, Cobb County Schools, and Susan Polk, Crabapple Middle School, Fulton County Schools

HOW TO MAKE AND THROW BOOMERANGS, Dan E. Jones, Abney Elementary School, Paulding County Schools

PHYSIOLOGICAL AND BODY COMPOSITION INFORMATION ELEMENTARY AND MIDDLE SCHOOL TEACHERS WANT TO KNOW ABOUT CHILDREN, L. Jerome Brandom, Georgia State University, Altanta

DANCING AND MOVING FOR THE FUN OF IT, Jame B. Doss, Berry College, Mount Berry

CONTEMPORARY ELEMENTARY AND MIDDLE SCHOOL PHYSICAL EDUCATION CONFERENCE

JANUARY 22-24, 1987
GEORGIA STATE UNIVERSITY,
ATLANTA

Proceedings
Saturday Activity and Position Paper Sessions
Edited by Margaret A. Jones

Sponsored by the
Department of Health,
Physical Education, Recreation and Dance
College of Education
Georgia State University

Endorsed by
GAHPERD and SDAAHPERD

CONFERENCE PHILOSOPHY

Since this conference was first held in 1979, its focus has been on the sharing of recent innovations, successful programming concepts and research in children's physical education from preschool through middle school levels.

The conference directors typically invite several nationally known physical educators to participate in the conference. These prominent educators are provided with several blocks of time on the program to present their ideas thoroughly and completely.

The remainder of the program is designed to be an open forum for educators from throughout the United States and other countries. It is purposely different from virtually every other professional conference in that all those who wish to make a presentation at the conference are invited to submit their ideas. You will encounter a broad spectrum of professional philosophies, ideas and practices throughout the conference.

We want to emphasize that the conference directors do not necessarily agree with the philosophies and practices of each presentation. We are in strong agreement, however, that the conference continues to provide physical educators a forum for presenting their ideas and philosophies.

We hope that you find the conference worthwhile. We also hope that because of the philosophical diversity represented at the conference, it will be both stimulating and thought provoking as well.

Georgia State University wishes to thank George Graham, the speakers, presenters and all the behind-the-scene personnel for their contributions toward this conference. The University also thanks the participants for support.

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SCHOOL-AGE OBESITY: CONCERNS AND SOLUTIONS (K-8)

Lon H. Seiger, Georgia College, Milledgeville

Childhood obesity is presently a widespread condition in the U.S. It is estimated that at least twenty-five percent of all American school-age children are obese. Moreover, the incidence of this serious health problem is likely to increase due to advanced technology, a higher standard of living, and sedentary lifestyles. Presently, there is growing interest in the prevention and control of obesity in childhood. This, in turn, will help to alleviate future adult diseases, one of which is Coronary Heart Disease, the leading cause of death among Americans.

CONCERNS: The obese child is at a disadvantage physically, socially, and psychologically. Physically, obesity appears to be related to the following problems: a decrease in growth hormone release, increased insulin secretion, carbohydrate intolerance, hypertension, and atherogenic serum lipid serum disorders. Children with severe cases of obesity may develop orthopedic problems, somnolence, and dyspnea. If this pattern continues into adulthood, obesity may lead to atherosclerosis, diabetes, hypertension, certain forms of cancer, impaired tolerance of heat, and postural deviations. Socially, childhood obesity may lead to harrassment, poor peer acceptance, discrimination from significant others, problems with family relationships, teasing and being left out of social activities and athletics. A viscious cycle may be set into motion due to the above mentioned problems. Sadly, if this cycle continues through adolescence, the chances of maintaining normal weight become less and less. Pscyhologically, there is the tendency for the obese to have greater body image distortions, a low self-esteem, more emotional disturbances, and a passive approach to life situations.

SOLUTIONS: There are six major methods used singly or in combination, that are in use today for controlling and treating obesity: caloric restriction, Anorectic drugs, physical exercise, Therapeutic drugs, surgery, and behavior modification. One program gaining in popularity is the School Based Obesity Intervention Program. The advantages include: a good environment where there is daily contact over a period of time, can reach many children, cost effective, reduces stigma, provides for early intervention and treatment, and involves opportunities for social support from teachers and peers. The School Based Obesity Intervention Program focuses mainly on three areas: 1. Behavior Modification 2. Physical Exercise 3. Dietary Management/Nutrition Education.

INNOVATIONS IN HEART HEALTH EDUCATION (K-8)

Kathleen R. Miner, Health Promotion & Education Track Coordinator,
School of Medicine, [illegible]ry University, Atlanta

The purpose of this session is to provide participants with an overview of recent developments in school health education programs. The session will include summaries of recent school health education evaluation studies and reviews of new school health curricula. Several school health education programs will be highlighted and these include: heart health education curricula, Healthy/Children Healthy World, and teenage risk assessment activities. The format of the session will include both didactic discussions and group activities.

S-2

RAG HOCKEY

Marianne Torbert, Temple University, Philadelphia, Pennsylvania

Each participant stands on one or two pieces of rag, carpet or cardboard roughly 8" X 12: (test out various sizes and evaluate which works best for your group). To move a player **MUST** either cross country ski or if using only one rag under both feet a "twisting" is used (not scoot). All kinds of tag and snatch games, relays, hockey-like games, etc, can now be played. Actually playing some fun activities on these pieces of material allows for some skill to develop before going on to the more complex game of Rag Hockey.

For a game of hockey each player rolls newspaper lengthwise until a sturdy hockey stick is formed. This can be temporarily secured with rubber bands, but will last longer if masking or adhesive tape is used. Recently we have discovered that the type of puck used can make an important difference in relation to the quality of play, safety, and the number of players who actually get to play. We now use a bean bag. (Plastic homemade rings might also be good. These could be made from PVC plumbing tubing - or broken hula hoops made into 6" (diameter) rings?) The bean bag puck will tend to encourage putting the stick on the bag and using a "flinging" motion. This magically seems to lead to a more skillful pass using a flattened stroke which is a good lead up technique for both ice and field hockey. It also tends to reduce the tendency to backswing wildly (dangerous) and decreases the distance the puck will travel thus encouraging better team play. Areas taped off the floor can be used as goals if you have nothing else. Recently 2nd graders recommended a "no stealing the puck" rule when a player has possession and is not moving. We tried it and it also reduced the "bunching" that frequently occurs in team sports.

Suggestions:

*Although rags are probably easier to obtain, wash, and store, carpet pieces have been found more durable. Mat backing seems to hold up better than rubberized backing. Jack Brenner of Shawmont Elem. School found cardboard worked best.

*To equalize the skilled and the less skilled we have allowed each team to designate certain players on the opposing team as having to have a rag under each foot or as "twisters" (one rag only). As leader you can decide the best alternatives and the number of each. Perhaps each score would mean one more "equalizer" for the scoring team? Participants in wheelchairs or leg braces can play without rags under their feet.

*Terrific for balance development, cardiorespiratory improvement, and a great workout for the much neglected abdominal muscles. For even more gain encourage players to play in their basements, recreation rooms - maybe even include mom and dad?

*This activity seems successful from elementary to varsity levels. Camps are finding it a great rainy day activity.

*For some groups you may want to allow some players to simply play in their socks - keeping their feet on the floor. For carpeted areas hospital X-rays, pieces of plastic and even shoe boxes have been used.

RAG HOCKEY...(Continued)

*Some athletic coaches are using this activity to end practice while putting their athletes on an "overload" to increase muscular and cardiorespiratory endurance.

*If you have three teams one can protect the sidelines — keeping the puck in play by sending it back in (parallel to the end line) from where it passed over the line. This team can then go in after a score or a challenge round robin can be established.

Reference: Follow Me: A Handbook of Movement Activities (Torbert) Prentice Hall, 1980. Available through L.G. Advisors, Box 175, Bala Cynwyd, PA 19004 for $7.95. pp. 182-4.

THE PERFECT LESSON: APPLICATION OF THE FLORIDA PERFORMANCE MEASUREMENT SYSTEM AND MORE TO TEACHING PHYSICAL EDUCATION

Stephen E. Klesius, University of South Forida, Tampa

Practices supported by research on teacher behavior which promote student on-task conduct and achievement are being incorporated into the repertoire of management and instructional competencies of physical educators. The Florida Performance Measurement System (FPMS), Teaching Physical Education for Learning by Rink (1985), and Meaningful Movement for Children by Hoffman, Young and Klesius (1985) are sources of information that can help teachers conduct the "perfect lesson."

The FPMS consists of six domains and 121 specific indicators which were identified by research on teaching effectiveness to be common to teaching any subject content, easily incorporated into one's teaching behavior, and comprehensive in addressing all phases of the instructional process. The domains are: planning for instruction, management of student conduct, lesson organization and development, presentation of content, communications, and testing.

Rink (1985) describes teachers as needing competencies in "organizing the learning environment, presenting progressive learning tasks to students, and providing learner feedback." To increase efficiency of instruction, findings of research on teacher behavior and motor learning are specifically related to teaching physical education.

Hoffman, Young, and Klesius advocate the use of developmental themes, stated as desirable student behaviors, as the organizational framework of the elementary physical education curriculum. In addition, they recommend that each lesson should have an introductory, central, closure, and related module (lesson phase) in order to give the experience meaning, not as an end in itself, but as a means of contribution to the identified desirable behavior(s).

Through explanation of selected teaching behavior concepts and indicators as described by the FPMS and Rink and lesson content selection and organization guides from Meaningful Movement for Children, the participants will be helped to achieve the goal of teaching a "perfect lesson." In addition, these teaching behaviors will be modeled so the participants will be helped to understand them through an active participation experience.

THE PERFECT LESSON: APPLICATION OF THE FLORIDA...(Continued)

"PERFECT LESSON"

Demonstration Lesson Purposes

a) The use of a motor activity to enhance the development of safe and courageous movement behavior.
b) A lesson has four parts or modules (introduction, central, culmination/closure, and related modules).
c) The use of selected teaching competencies from the Florida Performance Measurement System (FPMS).

Developmental Theme to be Demonstrated

Becoming Independent: Increasing Self-Reliance and Confidence in Moving.

Theme Enabling Behaviors

a) Following Directions
b) Making Choices
c) Developing Safe Behavior
d) Developing Courage

Concepts to be Studied

a) Safe (safety) = protected, not in danger (unsafe, in danger)
b) Courage (courageous) = brave, unafraid (coward, afraid)

Motor Activity to be Practiced

a) Double Dutch Jump Rope

Selected FPMS Competencies

a) Review/summary - Teacher activity that involves students in rehearsing the main points of the lesson.
b) Rules specification - Teacher states expectations and explains rules of conduct.
c) Rule practice - Teacher demonstrates the rule and has students perform the behavior denoted by the rule.
d) Rule monitoring - Teacher notes rule infraction and promptly calls on student to desist and calls attention to the rule that was violated.
e) Comprehension check question - Teacher question directed to an individual or class about their level of understanding of directions, assignments or content presentions.
f) Praise - Teacher statement acknowledging appropriate conduct and/or performance (Qualities: conditional, authentic, low-key, specific).
g) Correctives - Teacher statement which provides an explanation of an error and/or gives a correction (Qualities: accurate, complete, brief, meaningful, significant).
h) Questioning - Teacher asks single question, pauses, amd calls on students.
i) Acknowledges response - Teacher verifies, probes, amplifies, restates and affirms a student response.

THE PERFECT LESSON: APPLICATION OF THE FLORIDA...(Continued)

Demonstration Lesson Outline

a) Introduction Module
   1. review statement (force used to jump and how to fall)
   2. class initiation activity (stretching and jumping and running in place)
   3. lesson purpose statement (introduce concepts)
   4. explanation of motor task to be experienced (double dutch jump rope)
   5. walk through demonstration of the task
   6. rule specification and practice (where to wait, appropriate verbal behavior)
   7. comprehension check questions (What are you to do? When do you change stations? What are you to do while you wait?)

b) Central Module
   1. assign groups to stations
   2. observe motor performance and monitor on-task behavior
   3. provide specific praise
   4. provide specific (corrective) feedback

c) Culmination/Closure Module
   1. conduct discussion, all sitting
   2. discuss concepts (provide definition, examples and non-examples, concept attributes, and concept practice)
   3. ask question, call on person, amplify, probe, restate and acknowledge response

d) Related Module (to be completed in classroom with supervision by the classroom teacher)
   1. read a story about safety (bravery) or someone who acted safely (courageously or bravely)
   2. write a description of what you did in class today and how you felt, using synonyms for the words "safe" and "courage"
   3. collect and label pictures showing safe (courageous) behavior

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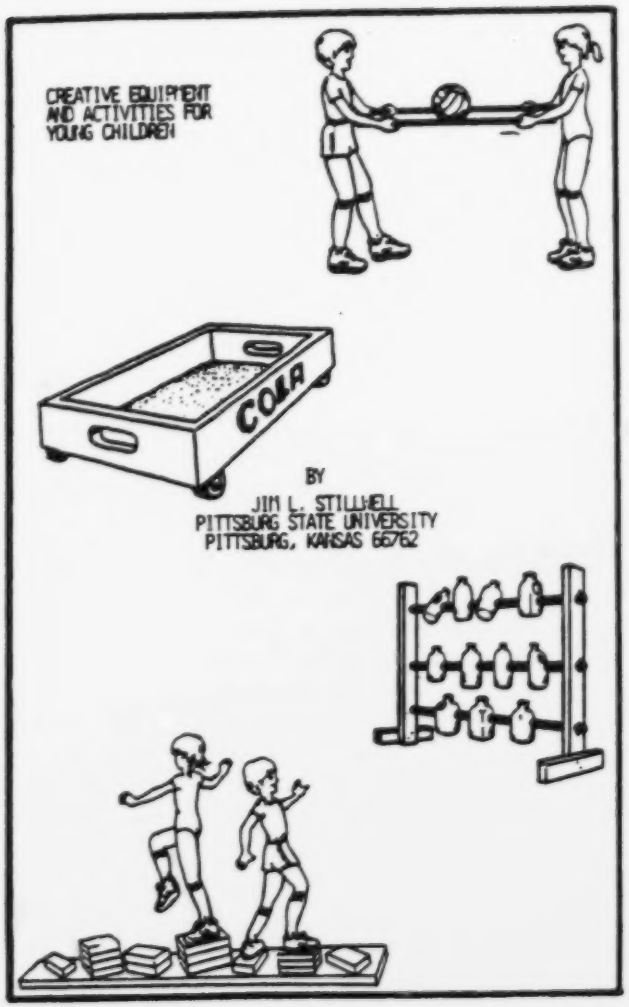
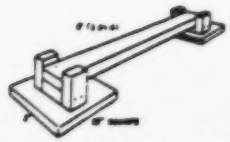




BALANCE BEAM

A balance beam is an inexpensive piece of equipment with unlimited uses. It is constructed of two 2" X 4" boards, (an eight foot length is the main beam and a 12 inch length is used for each of two supports), and two base support boards, each one inch trick and 12 inches square. The U-supports have three sections. The two side or upright pieces should be 4 1/4 inches long. These are glued and nailed to the middle section which is 3 1/2 inches long. This will securely hold the wider side of the main beam. The U-supports are then glued and screwed/nailed to the 12 inch square base.

Objectives include the development of:

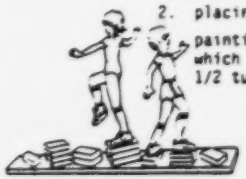
1. balance
2. body awareness
3. laterality and directionality
4. hand-eye/foot-eye coordination

Comment:

With young children and during initial usage, spotting is a necessity to insure safety. A balance beam can be used in obstacle courses. If making more than one various lengths, four, six, and eight feet, are suggested. If a beam is longer than eight feet, a third support is needed. The beam should be thoroughly sanded and varnished or painted. For best results when glueing the supports, use clamps and allow the supports to dry overnight.

A balance beam of varying heights can be made from remnant blocks of wood. Two by four inch blocks are recommended. Necessary materials for construction include (1) a 2" X 12" board from 8-12 feet long and (2) 15-30 individual 2" X 4" blocks approximately 12 inches long. Nail and glue the blocks together in stacks of 2, 3, and 4, leaving one or two single blocks. Space the pieces along the 2" X 12" board at varying heights, six inches apart. The blocks can be nailed and glued into a permanent position, making them more stable. This beam can be modified by:

1. placing the blocks both lengthwise and widthwise along the base.
2. placing the blocks at various angles.
3. painting a footprint on top of each block and arranging them in patterns which would require the child to walk forward/backward and do 1/4 and 1/2 turns to the right/left while walking.



BALANCE BOARD

A balance board is a piece of small equipment designed for individual use. A single axis, teeter board constructed from a 12" X 24" piece of pine or plywood, a 1 1/2" X 12" dowel (curtain) rod, and three two inch wood screws. Drill three holes, slightly smaller than the diameter of the screws and evenly spaced, through the pine board and approximately half way through the curtain rod. Align the screw holes and attach the rod to the board.

Objectives include the development of:

1. balance
2. body awareness
3. laterality and directionality
4. hand-eye/foot-eye coordination

S-7

Comment:
With initial usage a partner may be necessary to ensure safety. In addition to rectangular boards, other geometric designs may be made. The board can be used in a classroom setting to teach the concepts of balance, center of gravity, and base of support. It is suggested that the board be placed on a mat for safety. Rubber matting may be glued to the top of the board to prevent slipping. The board should be thoroughly sanded and sealed with either varnish or paint.

BARREL STAVES

Wooden barrel staves are an inexpensive means of providing challenging movement exploration activities for young children. They are durable and provide a medium for many novel, creative movement experiences. Staves are the individual strips that form an oaken barrel. If not obtained free, the barrel can be purchased from a lumber dealer at a cost ranging from $7.00-$12.00. One barrel will provide from 30-40 separate staves.

Objectives include the development of:

1. balance
2. body awareness
3. laterality and directionality
4. hand-eye/foot-eye coordination

Comment:
The barrel staves should be thoroughly sanded and sealed. A discussion of safety should precede their use since the staves (1) are a novel piece of equipment and (2) provide for dynamic (moving) balance rather than static (stationary) balance. With primary school children individual activities should be performed with a partner initially. This will provide both a means of support and a spotter. Barrel staves, although the same length, range in width from one to four inches. Therefore, have the children trace staves so that each can experience the suggested activities on varying bases of support. Staves can be used as non-manipulative equipment. With the staves placed randomly on the floor the concepts of over, under, right, left, front, back, etc., can be taught.

JUMP ROPES

Rope jumping is an activity which can provide vigorous, enjoyable movement for large numbers of children in a small area at little expense. Rope jumping can be used with pre-school children, yet can be complex enough to challenge even high school aged children. Jump ropes can be purchased, but can be made quite easily from 3/8 inch sash cord (clothesline rope) or nylon rope. An inexpensive rope can be braided from plastic bread wrapper. The ropes are made by cutting each bag along the two lengthwise seams so the bag can be laid out into a complete, flattened sheet. To begin braiding, three bags are laid one on top of the other and secured with a knot. These three wrappers are braided until there are 6-8 inches remaining. Then the ends of three new sheets are laid one inside each of the initial three wrappers. To secure them, each should be taped. Continue braiding, repeating the process until the desired length is reached. For proper length the child should be able to stand on the middle of the rope and pull each end up to the armpits. It takes from 12-18 bread wrappers to make one jump rope, depending upon the size of the child.

Objectives include the development of:

1. jumping and hopping
2. hand-eye/foot-eye coordination
3. cardiovascular endurance
4. rhythm

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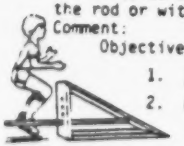
For class work, it is suggested that each child be given an individual rope and ample space in which to perform. The use of nursery or original rhymes to supplement movement adds an interesting variety to jumping. The use of popular music makes rope jumping more enjoyable. Ropes can be used in a variety of competitive situations. In timed events, the winner(s) is the child who performs the most jumps within 15 seconds, 30 seconds, etc. Rope jumping is an ideal activity for demonstrations at community events, parent-teacher organization meetings, and a physical education night. Jump ropes can be used in obstacle courses. While jumping, the rope should be held between the thumb and index finger. The upper arms should be close to the body with elbows nearly touching the sides. The forearms should be held out from the body at 45° angles. The movement of the rope is made by making small circles with the hands rather than with the arms. The feet should be approximately shoulder width apart. When jumping, the knees should flex before and after with the weight on the balls of the feet. The child should attempt to jump no higher than 2-3 inches.

JUMP TRIANGLE

A vertical jump device can be constructed from a 12 foot 1" X 6" board. It should be cut into three separate pieces, three feet, four feet, and five feet in length. The three boards are placed together to form a right triangle and secured with glue and nails. The four foot section is the base. The three foot section is drilled with holes at four inch intervals, measuring from the base. The holes need to be large enough to hold a five foot dowel rod or broom stick, 1-1 1/2 inches in diameter. The child stands on one side of the dowel rod and hops/jumps across the rod either facing the rod or with the rod at the side.



Comment:

Objectives include the development of:

1. jumping and hopping
2. cardiovascular endurance

SCOOTERS

The uses for a scooter in physical education are unlimited. Scooters add a novel variety to an existing program. They are used as a means of locomotion by the hands, feet or both. Scooters can be used for stunts, various relays, and modifying existing team sports.

An inexpensive scooter can be made from a wooden soda pop carton. To construct, (1) screw the castors on the bottom and (2) either glue or staple a carpet remnant to the inside.

Objectives include the development of:

1. body awareness
2. muscular strength
3. muscular endurance

Comment:
Once constructed the scooter should be thoroughly sanded and sealed. It is suggested that at least two colors be used to allow for team distinction. Safety is of major importance. The following points are stressed:

1. Never stand on a scooter.
2. Sit firmly and squarely on the scooter to help maintain balance.
3. Keep hands in the openings or 1/2 way between the wheels.
4. When using the hands to turn, keep them well away from the wheels.

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MILK CARTONS

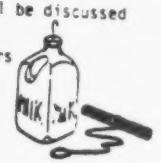
One gallon plastic milk cartons are inexpensive, improvised equipment that have a variety of uses. Cartons can be obtained quickly with the help of students.

Objectives include the development of:

1. throwing
2. catching
3. kicking
4. hand-eye coordination
5. muscular strength
6. endurance

Because there are a variety of uses for milk cartons, each will be discussed separately. Selected uses include the following:

1. manipulative equipment
2. obstacles
3. scoops
4. individual catchers
5. weights



Comment:

The containers, whether using milk cartons or bleach bottles, should be thoroughly cleaned. When used in an obstacle course the cartons can be made more attractive by covering them with contact paper of varying colors. They can be painted but this should be done on the inside of the container to prevent chipping. With the cap on tightly, one half cup of tempra paint mixture should be swished within the container. The cap should then be removed to allow for drying. For best results, when using the containers as markers, they need to be weighted. This can be accomplished by stuffing each with crushed newspaper, small rocks, or sand. The cap should then be glued on to prevent the children from removing it.

POUCHES

Pouches are homemade pieces of small equipment which provide an opportunity for novel tossing and catching skills. Materials needed for the construction of one pouch include a 12" X 1/4" elastic strips, and two 12" X 1/2" dowel rods. To construct, fold one inch along each of the 16 inch sides and stitch to make a casing. Pull the elastic through the casing and stitch both ends. Fold one inch and stitch along the entire edge of the two shorter sides. Put the dowel rods through these shorter casings.

Objectives include the development of:

1. throwing
2. catching
3. striking
4. hand-eye coordination

Comment:

It is suggested that the pouches be made of bright and varied colors. The teacher is encouraged to experiment with pouches of various sizes. For best results each child should have his/her own pouch, thereby providing mass participation. For initial use, a line or squad formation is suggested, allowing ample room for movement and safety. Once the children have used the pouches, a random or scattered formation is appropriate. In addition to bean bags, a variety of balls (sponge, tennis, and air-flow) can be used. Pouches can be used to modify many existing team sports, such as volleyball and soccer.

ALUMINUM HURDLE

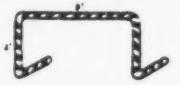
Jumping, hopping, and leaping are three of the locomotor skills that should be taught to children. These skills can be taught with or without equipment. To help young children to learn these locomotor skills and to develop a relationship with large, non-manipulative equipment, the hurdle is ideal. Commercial hurdles are both too expensive and too tall for elementary school aged children. A practical, light-weight, multi-use hurdle can be made from inexpensive material available at most hard-

ware stores. A hurdle two feet high and three feet across can be made from a ten foot length of 3/4-1 inch aluminum or conduit pipe.

A pipe bender is needed to make the four, 90° angles. Approximately 1 1/2 feet of pipe is needed for support.

Comment:

Objectives include the development of:



1. jumping and hopping
2. laterality and directionality

Because it is lightweight the hurdle will tip over easily when hit, thereby reducing the danger of injury and lessening the young child's apprehension. The hurdle can be used (1) in a track and field unit, (2) in an obstacle course, (3) for a stunt in a relay activity, and (4) as non-manipulative equipment in a movement exploration setting, whereby the children move over, under, and around it.

NEWSPAPERS

Newspapers can be used to develop manipulative and perceptual motor skills, as well as physical fitness.

Objectives include the development of:

1. catching
2. throwing
3. hand-eye coordination
4. muscular strength/endurance

Comment:

A complete, double newspage works best. The newsprint will darken the hands, thereby requiring clean up after class. However, clean or unused paper can be obtained cheaply from the local new's office. A scattered or random formation is suggested to allow ample space. Newspapers can be used to develop rhythmic movement. The child is to clap rhythmically with the newspaper between the hands to a desired tempo. The activity can be modified by having the children clap high/low, to their right/left, between their legs, loud/soft, behind the back, etc. There are a variety of integrated uses for newspapers, such as having one child read a paragraph while the partner performs creative movements.

COLORED BANDS

Often times in an elementary physical education class, children participate in small group or team activities. To ensure that students are both aware of and, more importantly, remember which team they are on, colored shirts are used. For young children these jackets are often uncomfortable and so large as to hinder performance. Colored bands are an inexpensive means of aiding students in team distinction. The bands should be brightly colored and from 4-6" X 36-48" in size, depending upon the age of the children. It is suggested that a small hem be sewn around the perimeter of each band to prevent fraying.

Comment:

The bands can be worn loosely around the waist, arm, or neck or even around the ankle when playing soccer-type activities. It can be carried in the hand or dropped over the head and under one arm to designate the "chaser" in tag activities. The bands can be draped over the belt for flag football. In addition the colored bands can be used (1) to encourage self-expression by asking the children to use the bands in a creative way and (2) in a variety of formal activities devised by the teacher.

WANDS

A wand is a piece of manipulative equipment made from a one quarter to one inch dowel rod. The suggested length of the wand is three to four feet. Wands can be used in self-testing, competitive, and partner activities.

Objectives include the development of:

1. striking
2. catching
3. hand-eye coordination
4. muscular strength/endurance

Comment:

Wands can be made from a variety of materials other than dowel rods. Broom or mop handles obtained from local businesses, school, or home, plastic golf tubes, plastic plumbing pipe, bamboo poles, and hollow cardboard cylinders work well. If wooden dowel rods or broom handles are used, they should be thoroughly sanded and either varnished or painted. A discussion of safety should precede the use of wands. Wands can be be used by children while performing (1) selected development exercises, such as toe touches, jumping jacks, or sit ups, and (2) isometric exercises. With the children grasping the wand with both hands, they are to attempt to pull the wand apart, push the wand together, and twist the wand for a five second count.

LACROSSE RACQUETS

A lacrosse racquet can be made from a plastic, two liter soft drink bottle and a 7/8" dowel rod or broom stick three feet in length. To construct cut away half of the lower 1/3 of the bottle. Glue the dowel rod in the cap end of the bottle and secure it with plastic tape.

Objectives include the development of:

1. throwing
2. catching
3. hand-eye coordination

Comment:

It is suggested that a variety of projectiles be used with the lacrosse racquet, including a sponge ball, an air-flow ball, and a bean bag. The handle should be thoroughly sanded and sealed.

PICK-EM-UPS

Pick-em-ups are novel pieces of small equipment which when attached to the feet, provide an opportunity to integrate movement and academic concepts. The pick-em-ups are made from a rubber, suction cupped bath mat. The mat should be cut into 2" X 4" rectangles. Using a paper punch, put a hole in each end of the pick-em-ups. A shoestring is threaded through the holes. Each pad is now ready to be tied to the ball of the foot. The pick-em-ups are designed to be used with laminated cards. The cards can be numbered, lettered, contain words, phrases, colors, cities, states, etc.

With the cards randomly scattered either face up or face down over the gymnasium floor, there are a variety of individual, partner, and relay/group activities which can be done.

Objectives include the development of:

1. locomotor skills
2. foot-eye coordination
3. balance
4. body awareness
5. laterality and directionality
6. agility

Comment:

Have the child pick up the card (1) with the right foot and remove it with the right/left hand, in front of/behind the body, or (2) with the left foot and remove it with the right/left hand, in front of/behind the body. Many of the activities can be performed with a partner. They can be used in small group or relay activities. For example, with the cards scattered in the center of the gymnasium floor, each member of the relay squad is to (1) run, skip, hop, etc. to the cards, (2) pick up the appropriate one, and (3) return to the starting position. Since the suction cups tend to gather dust, it is suggested that a wet towel be placed near the cards for the children to step on occasionally. For younger children, rather than using a shoestring to secure the pick-em-ups to the foot, elastic straps threaded through the holes and sewn together work best. It should be mentioned that the sound coming from 25-30 children running about a gymnasium with suction cups on their feet is quite unique.

POGO BOARDS

A pogo board is a grid design containing numbers, letters, figures, etc. The design can be drawn on a gymnasium floor or on an outside sidewalk with chalk. The design can be drawn or taped on a plastic window shade for mobile use. The grid can be of any overall size, but individual squares should be no smaller than 18" X 18".

Objectives include the development of:

1. locomotor skills
2. balance
3. agility
4. spatial awareness
5. foot-eye coordination
6. laterality and directionality

Comment:

In addition to chalk, pogo boards can be placed on an outside surface with permanent paint or on a gymnasium floor with tempera paint or plastic tape. Pogo boards can be used in obstacle courses. In addition to letters and numbers, other board fillers include Roman numerals, colors, footprints, names or silhouettes of states, geometric shapes, and punctuation.

CARDBOARD DISCS

Discs can be constructed from a variety of materials, but cardboard is the least expensive, most durable, and can be obtained free. They provide a medium for a variety of activities designed to develop perceptual-motor skills and certain physical fitness components.

Objectives include the development of:

1. balance
2. body awareness
3. laterality and directionality
4. hand-eye coordination
5. muscular strength/endurance

Comment:

An appropriate size for a disc is the 9-10 inch circular disc which may be obtained from a local pizza parlor. However, different sized discs are suggested, as well as discs of various colors. The discs can be made in different geometric shapes to enhance distinction. For example, the children can be challenged to balance the circle higher than the square, balance the triangle on the right hand and the pentagon on the left knee, and balance the shape with the larger area above the waist.

RAG BALLS

A versatile ball, the rag ball, can be made from scrap double knit material. It can be used for many activities, but is ideal for kicking. The rag ball is quite practical due to its washability. To construct trace around a 6"-8" cardboard pattern onto double knit material. Using a zig-zag stitch, sew around the edge leaving a 2"-4" opening. Use straight pins to hold the material in place while cutting and stuffing. Fill the bag loosely with scrap double knit material. Sew the opening shut.

Specific objectives for the use of rag balls include the development of:

1. catching
2. striking
3. throwing
4. kicking
5. hand-eye/foot-eye coordination

Comment:

To expedite construction the following suggestions are given:

1. Use one color of thread to sew all the rag balls.
2. Complete each phase of construction before moving on to the next. Cut out all of the circles, sew all of the circles, stuff all the balls, etc.

BALLOONS

As improvised equipment, balloons are an ideal means of developing both manipulative and perceptual-motor skills. Balloons can be purchased at a minimal cost or can be obtained at no expense from local businesses or civic groups.

Objectives include the development of:

1. catching
2. striking
3. throwing
4. kicking
5. hand-eye/foot-eye coordination
6. body awareness
7. laterality and directionality

Comment:

Seven to nine inch, round balloons work best. However, rectangular or pear-shaped balloons provide a more challenging experience. The balloons can be inflated by the children or by use of an air pump. If filled 1/2 to 3/4 full of air and tied with a twistem (bread wrapper tie), the balloons can be deflated, stored, and reused. To decrease breakage, explain to the children that balloons are fragile and break easily. With children working either individually or with a partner, a random or scattered formation is suggested. Virtually all of the activities listed above can be modified by adding weight to the balloon by placing a six inch strip of duct tape on the outside of the balloon.

CARPET SQUARES

Carpet squares are small equipment which are inexpensive and, often times, can be obtained free from a carpet store. Twelve to eighteen inch squares are recommended. For best movement results they should be used nap side down.

Objectives include the development of:

1. balance
2. hand-eye/foot-eye coordination
3. agility
4. rhythm
5. locomotor skills

Comment:

Because carpet squares involve dynamic (moving) balance, safety should be stressed when using them. It may be necessary to instruct young children how to stand on the carpet square with a wide base of support to ensure safety. When used with most individual activities, a scattered formation is suggested. To add variety to the activities the carpet samples can be cut into various geometric shapes. The squares can be used as (1) targets for various bean bag toss activities and (2) as "self-space" markers or bases for children during a movement exploration lesson. Carpet squares can be used to modify many existing activities/relays, such as tag. To enhance the development of rhythm, the children should be instructed to move to the tempo of selected music. One of the best records to use for rhythm development is Carpet Square, available from Melody House Publishing Company, Oklahoma City, Oklahoma 73114.

FOOT PRINTS

Footprints can be drawn or painted on the gymnasium floor or outside surface. They can be cut from sheets of heavy duty plastic or rubber, such as floor mats from a car, as well.

Objectives include the development of:

1. balance
2. foot-eye coordination
3. laterality and directionality
4. locomotor skills

Comment:

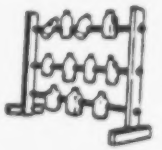
Footprints help the child to distinguish the right foot from the left and whether to hop or jump from one print to the next. The prints should be at least 12 inches long and 3-4 inches wide. For pre-school and kindergarten children the right/left foot can be color coded for easy identification. A half print, toe or heel, can be used to indicate that the child must balance, step, hop, etc. on that part of the foot.

SPINNING TARGETS

A practical spinning target device can be constructed from materials found around the home. It can serve as an instructional tool for developing both speed and accuracy in throwing.

The materials needed for construction are:

1. two 1" X 4" X 4' boards
2. two 2" X 4" X 2' boards
3. one 2" X 4" X 2' board
4. 12-15 plastic bottles
5. one plastic hoop
6. three 5/8 " X 3' dowel rods
7. four 2" bolts



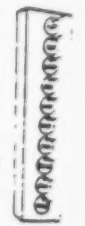
To assemble, drill three 5/8 inch holes in each of the four foot boards at 15 inch intervals beginning from the bottom. Insert the dowel rods into the holes on one of the boards. The rods can be either glued in place for sturdiness or pinned so the device can be disassembled for easy storage. Using small scissors, cut holes in the sides of each plastic bottle slightly above center and large enough to spin freely but small enough as not to slide over the hoop sections. Fill each of the dowel rods by alternating the hoop sections and plastic bottles. Insert the dowel rods into the holes in the other four foot board, again using glue or pins. Attach each board to the base using the two inch bolts. The targets are ideal for developing underhand/overhand throwing skills and hand-eye coordination.

Once the spinning target device is operational, numbers, letters, colors words, etc. can be attached to the bottles. The bottles should be thoroughly cleaned before use. If using the caps they should be glued to prevent the children from removing them.

LADDER TOURNAMENT BOARD

A ladder tournament is an on-going, competitive event most appropriate for individual or partner activities. Participants, usually 7-12 in number, are placed vertically on the ladder. Placement of the children can be done randomly or according to some index, such as height, weight, or skill. The tournament objective is to reach the top of the ladder and remain there until the competition ends.

The ladder baord can be constructed quite easily from scrap lumber and nails. The overall dimensions can be varied. An appropriate board, as shown, is 5" X 24". Finishing nails are spaced 2-3 inches apart. The name tags are cut from sturdy poster-board.

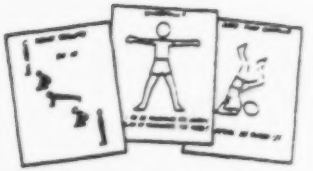


For best results when using a ladder tournament the following rules are suggested.

1. Allow a child to challenge only the player one or two pegs above.
2. If the challenger wins the contest, the children exchange places. If the player being challenged wins, the children remain in their original positions.
3. On one day begin the challenges from the bottom and progress up the board. On the following day begin the challenges from the second player and move down the board.
4. Limit the number of challenges per day to two or three, depending upon time.

space, number of participants, etc.

5. Set a completion date for the tournament.



TASK CARDS

A task card can be written/drawn on plain paper, large sheets of poster board, or acetate sheets for use with an overhead projector. The card is either distributed to individual children or placed for all to use. It contains an activity, stunt, exercise, etc. that the children have previously learned. The card may be (1) a part of a specific unit or skill area, such as locomotor, basic game, or gymnastic skills, (2) physical fitness or developmental exercises, or (3) ideas for use with small equipment, including selected manipulative equipment in chapters 2, 3, and 4. The task card concept can be used successfully to create an atmosphere of student independence and responsibility in the presentation of various physical education activities. The cards can be developed to enhance the learning of current unit topics or to allow further practice on skills learned earlier in the school year. They can be utilized in the gymnasium in a teaching station approach to make either the introductory activity or the lesson content more child directed. Classroom use can be developed through the "learning center" or "activity corner" concept to provide an incentive for early assignment completion or as an activity filler between academic subjects. Suggested guidelines for constructing a task card include:

1. A "catchy" title.
2. An illustration for easy interpretation and attractiveness.
3. Simple directions.
4. A completion time of 30-60 seconds for primary school aged children and 1-2 minutes for intermediate school aged children.

TIRES

Automobile tires can be obtained free from tire companies or local service stations. The tires can be used (1) outdoors on both grass and black-top playgrounds and (2) indoors in a gymnasium or multipurpose room.

Objectives include the development of:

1. locomotor skills
2. balance
3. spatial awareness
4. body awareness
5. hand-eye coordination
6. laterality and directionality

Comment:

Tires should be selected that stand easily and have not worn through to the cords. Before use, the tires should be washed with soap. Using tires of various sizes, from motorcycles, cars, and trucks, can add variety to the activities listed above. The tire can be used for many organizational purposes. Selected organizational uses are:

1. A hurdle can be made from two tires by placing one on the floor and resting the second upright in it.
2. Two tires provide a base for a dynamic balance beam. Place the tires 6' - 8' apart and put the appropriate length 1" X 6" or 2" X 6' board on top. A wider than usual balance board is suggested because of the vertical movement caused by the tires during each step.
3. Tires can be placed randomly around the gymnasium and used as "bases" (rest areas) for selected tag games.
4. Tires can be used as specific stunt areas in obstacle courses.
5. When cut in half and balanced upright, tires make (a) excellent targets for sliding bean bags or rolling ball and (b) attractive markers for station work.

6. Tires make excellent targets, as mentioned above, whether laid flat on the floor or held upright by another tire in the hurdle position. The tire can be held in position by a support. The support can be easily constructed from wood and provides a more stable base for many of the activities and relays listed above. Necessary materials include two side pieces measuring 1" X 6" X 12". Both glue and screw or nail the four pieces of wood together, leaving a 10 inch width in which the tire can rest.
7. A tire can be used to make a sled/stagecoach/chariot for both indoor and outdoor use. Necessary materials include 10 feet of nylon rope and two pieces of 1/2 inch plywood, 15 inches in diameter. Cut the rope into one eight foot length and two one foot lengths. In the eight foot piece loops are made at each end to provide handles for the pullers. The middle of the rope is threaded through a small hole cut in the tire and then secured with a knot. Each of the one foot pieces is threaded through two holes in the tops of the tire. These are secured with knots to provide handles for the rider. The plywood bases are secured together over the center of the tire with counter sunk bolts. This serves as the rider's seat. The sled can be used for:

   (a) weight pulling competition with partners.

   (b) relays with three children, two pullers and one rider. After the sled is pulled a specified distance, 15-20 feet, the children rotate positions with the rider becoming a puller and one of the pullers becoming a rider.

   (c) an imaginary stagecoach journey across country. Relief horses (pullers are stationed at various intervals. The rider stays on the stagecoach throughout the journey, but the horses change. Groups of children could be timed over a specific course and periodically allowed to better a previous score (time).

ASSIGNMENT BOARD

"What are we doing today? Are we going to be inside or outside?" These are, perhaps, the two most asked questions an elementary physical educator hears in a day. In an attempt to answer the questions of whether to dress for indoor or outdoor activity and what activity to prepare for, an assignment board is recommended. The board can be made (1) from posterboard and attached to an existing bulletin board or (2) from 1/4 inch plywood and permanently attached to the wall. The board should be brightly painted and highlighted with colorful or well known characters. Two pockets, one for location and one for the activity are attached. The assignment board should be placed in a central location. By using the board, both students and classroom teachers will quickly know what and where the physical education activity will be for the day.

S-12

MOVEMENT ACTIVITIES TO STIMULATE THE TOTAL DEVELOPMENT OF PRESCHOOL CHILDREN

Elsie C. Burton, Florida State University, Tallahassee

There is a growing awareness that physical activities play a vital and unique role in childrens' development. Their natural curiosity combined with their abundant energy stimulates active exploration. Exploration leads to discovery and improved motor responses. Thus, the child's body is formed and his/her mind informed through active play (sensori-motor learning). There is, however, yet another developmental dimension involved. As childrens' skills improve, their efforts increasingly result in success. These successes foster the sense of mastery essential in development of a positive self concept. By reaching, touching, grasping, climbing, running, tossing and striking, the young child develops the motor, cognitive and affective prerequisites for more complex skills and concepts. This is not a process that can be left to chance, however. Modern society precludes children receiving sufficient opportunities for physically active experiences. Our sedentary way of life, shrinking outdoor play areas and demands for premature and accelerated academic programs, limit childrens' free and spontaneous play. Therefore, these opportunities must be purposely provided.

Because development is sequential, there are periods of time when children can learn certain things more readily. These times are referred to as "optimal learning periods." The following activities illustrate the sequence and variety of movement experiences essential for the optimal development of young children.

Optimal Learning Periods for the Emergence of Fundamental Motor Skill

Manipulative		Locomotor	
Reaching, Grasping Shaking, Turning	4-8 mos.		
Picking up, Dropping Pushing, Pulling Filling, Emptying Stacking, Knocking Down	7 mos. - 1 yr.	Crawling	7 mos. - 1 yr.
		Standing	8 mos. - 1 yr.
		Walking	10 - 15 mos.
		Running	2 - 3 yrs.
		Jumping	1 1/2 - 2 yrs.
Rolling, Bouncing Tossing, Kicking Striking	1 - 2 yrs.	Hopping	4 yrs.
		Galloping	4 yrs.
		Skipping	4-5 yrs.

Physical activity stimulates far more than just motor development. It is also essential for cognitive and affective development. Young children learn about themselves, about others and about their physical world by moving. A young child lives in a continually changing world of experiences and the center of that world is their dynamic (moving) self. At first an infant simply reacts to the world about him or her. But gradually s/he begins to reach out and purposely manipulate some part of the environment. From then on the extent and variety of his or her purposeful actions increase, creating an ever widening range of learning experiences. These experiences enable children to develop body and spatial awareness, a physical and verbal movement vocabulary and a positive sense of self. This development is, however, dependent upon the presence of an adult who can stimulate the child's learning by provision of developmentally appropriate physical activities as well as a variety of play-learn materials and spaces. (The slide presentation will illustrate activities that stimulate motor cognitive and social-emotional development).

THE DEVELOPMENT OF OBJECT-CONTROL SKILLS

John L. Haubenstricker, Michigan State University, East Lansing

Motor Performance Study
Michigan State University
SUMMARY OF FUNDAMENTAL MOTOR SKILL STAGE CHARACTERISTICS

REVISED
Fall 1985

FUNDAMENTAL MOTOR SKILL	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
THROW	Vertical wind-up "Chop" throw Feet stationary No spinal rotation	Horizontal wind-up "Sling" throw Block rotation Follow-through across body	High wind-up Ipsilateral step Little spinal rotation Follow-through across body	High wind-up Contralateral step Little spinal rotation Follow-through across body	Low wind-up Contralateral step Segmented body rotation Arm-leg follow-through
STRIKE	"Chop" strike Feet stationary	Horizontal push/swing Block rotation Feet stationary/stepping	Ipsilateral step Diagonal swing	Contralateral step Segmented body rotation Wrist follow through	
CATCH	Delayed arm action Arms straight in front until ball contact, then scooping action, to chest Feet stationary	Arms encircle as ball approaches Ball is "hugged" to chest Feet stationary or may take one step	"To chest" catch Arms "scoop" under ball to trap it to chest Single step may be used to approach ball	Catch with hands only Feet stationary or limited to one step	Catch with hands only while body moves through space
KICK	Little leg wind up Stationary position Foot "pushes" ball Step backward after kick kick	Leg wind up to the rear Stationary position Opposition of arms and legs	Moving approach Foot travels in a low arc Forward or sideward step step on follow through	Rapid approach Leap before kick Hop after kick Backward trunk lean during wind up	
PUNT	No leg wind up Ball toss erratic Body stationary Push ball/step back	Leg wind up to the rear Ball toss still erratic Body stationary Forceful kick attempt	Preparatory step(s) Some arm/leg yoking Ball toss or drop	Rapid approach Controlled drop Leap before ball contact Hop after ball contact	
LONG JUMP	Arms act as "brakes" Large vertical component Legs not extended	Arms act as "wings" Vertical component still great Legs near full extension	Arms more forward on take-off Hands to head height Take-off angle still above 45° Legs often fully extended	Complete arm & leg extension at take-off Take-off near 45° angle Thighs parallel to surface when feet contact for landing	
RUN	Arms-high guard Flat footed contact Short stride Wide stride-shoulder width	Arms-middle guard Transverse arm swing Flat footed contact-sometimes heel-toe	Arms-low guard Arm opposition-elbows nearly extended Heel-toe contact	Heel-toe contact Arm-leg opposition High heel recovery	
HOP	Non-support foot in front with thigh parallel to floor Body erect Hands shoulder height	Non-support knee flexed with knee in front & foot behind support leg Slight body lean forward Bilateral arm action	Non-support thigh vertical with foot behind support leg-knee flexed More body lean forward Bilateral arm action	Pendular action on non-support leg	
GALLOP	Resembles rhythmically uneven run Trail leg crosses in front of lead leg during airborne phase, remains in front at contact	Slow-moderate tempo, choppy rhythm Trail leg stiff Hips often oriented sideways Vertical component exaggerated	Smooth, rhythmical pattern, moderate tempo Feet remain close to ground Hips oriented forward		
SKIP	Broken skip pattern or irregular rhythm Slow, deliberate movement Ineffective arm action	Rhythmical skip pattern Arms provide body lift Excessive vertical component	Arm action reduced Easy, rhythmical movement Support foot near surface on hop		

FOR EDUCATIONAL USE ONLY.
John L. Haubenstricker
128 IM Sports Circle
Michigan State University
East Lansing, MI 48824

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A NEW APPROACH TO TEACHING AEROBIC DANCE (EXERCISE) TO STUDENTS

Garry L. Smith, Deep Creek Elementary School, Baltimore County, Maryland

The total presentation will be given in two interrelated, sequential presentations. Handouts will be provided within the two presentations. The handouts are too lengthy to be included within this booklet. If you are unable to attend the presentations and would like to obtain copies of the handouts, send a stamped (.44), self-addressed envelope (4" x 9-1/2") to the address below. A copy of the handouts will be forwarded to you.

The following is a brief overview of the material to be covered in the two presentations. The purpose of the first presentation will be to share a total aerobic exercise workout. The workout consists of a warm-up routine, three aerobic routines, and a cooldown routine. The routines were choreographed by the presenter. The routines are easy to follow and the steps and related movements are basic. The music for the routines is contemporary. The warm-up song is "If You Leave" by Orchestral Manoeuvres In The Dark. The three aerobic songs are "Party All The Time" by Eddie Murphy, "Old Time Rock & Roll" by Bob Seger & The Silver Bullet Band, and "Dancing On The Ceiling" by Lionel Richie. The cooldown song is "Walk Like A Man" by Mary Jane Girls. Specific teaching strategies and related information will be shared throughout the presentation.

The purpose of the second presentation will be to share anatomical and physiological information related to aerobic dance (exercise) and how to incorporate the information into the aerobic dance (exercise) program. The following material will be discussed: aerobic dance participation information; proper way to take pulse; circulatory system; respiratory system; relationship between circulatory and respiratory systems; muscular system; relationship between circulatory, respiratory, and muscular systems; and relationship between resting, working, and recovery pulse rates. This information helps students understand what happens to the body during aerobic dance (exercise) and, hopefully, it will inspire students to become active aerobic exercise participants.

The mailing address is: Garry L. Smith, Deep Creek Elementary School, 1101 E. Homberg Avenue, Baltimore, MD 21221.

USING INITIATIVE GAMES IN PHYSICAL EDUCATION (4-12)

Brenda E. Phillips, Morrow Junior High School, Clayton Co. Schools

Group initiative activities are designed to increase a student's ability to be an effective member of a group which has a problem to solve. Initiative activities help to develop the students' awareness of decision-making, leadership and obligations of each member of a group. A sense of individual competence is promoted through problems that are solved through the physical and mental strength of a team.

This session will combine several fun and active initiatives to help you get started with initiatives in your own class.

THE EFFECTS OF LEARNING AIDS AND INSTRUCTIONAL ACTIVITIES ON THE PHYSICAL FITNESS AND KNOWLEDGE LEVELS OF FOURTH GRADE CHILDREN

Allan N. Sander, Stetson University, Deland, Florida

The purposes of this study were (a) to determine the effects of learning aids on the physical fitness and knowledge levels of fourth grade students, and (b) to determine the effects of active games and a fitness trial on the physical fitness and knowledge levels of fourth grade students. Subjects included six fourth grade classes at two elementary schools. Four experimental groups (A1, A2, B1, B2) were involved in a six week fitness unit comprised of active games and a fitness trail. Two of these groups (A1 and A2) received additional fitness instruction with visual and action-oriented learning aids. Two control groups (C1 and C2) participated in a soccer unit.

The following results were established.

1. The intervention effect of learning aids indicated there was a significant main effect for experimental group A2 on the knowledge posttest. However, no significant main effects were found due to this intervention for experimental groups A1 or A2 on any physical fitness posttest items.

2. The active games and fitness trail treatment evidenced a significant main effect for experimental groups A2 and B2 in the 600 yard run. Although there was no significant difference on other physical fitness posttest items, all experimental groups receiving this treatment improved more than their respective control groups across tests.

3. Lastly, the four experimental groups who particpated in the fitness unit demonstrated a significant main effect on the knowledge posttest.

It was concluded that learning aid intervention did result in significantly higher knowledge attainment for treatment group A2 at one of the schools. Further, the active games and fitness trail intervention did significantly affect the endurance levels of treatment groups A2 and B2 at one of the schools. In addition, this same instructional active games and fitness trail intervention did significantly affect the knowledge levels of all experimental groups (A1, A2, B1, and B2) at the two schools involved in the study.

A PROGRESSIVE K-6 PHYSICAL EDUCATION PROGRAM INVOLVING EDUCATIONAL GAMES, DANCE, AND GYMNASTICS

Linda Masser, Alcona Community Schools, Lincoln, Michigan

A video tape and lecture presentation showing and explaining kindergarten through sixth grade students in an elementary physical education program. The video tape shows activities progressing across grade levels kindergarten through sixth involving games, dance, and gymnastics.

Dance

Kindergarten - cognitive - understand high, medium, and low levels
physical - introduce leaping; developing shapes at high, medium, and low levels
affective - traveling away from others so as not to disturb their work

Kindergarten - cognitive - understand rising/sinking
physical - different body parts rising; introduce focus on rising body part; traveling different ways in different directions; traveling on a circular pathway
affective - not interfering in the work of others

1st - cognitive - understand fast/slow actions; understand focus
physical - body parts rising slowly/sinking fast; travel on circular pathways; travel different directions and different levels
affective - work quietly so all can hear the instructions the teacher is giving

1st - cognitive - understanding pathways may be either circular or straight
physical - turning actions; rising and sinking actions with focus; create dance on given pathway
affective - traveling without interfering in the work of others

2nd - cognitive - understand leading actions; actions that flow from one skill into another; physical characteristics of the leap
physical - develop the leap; develop the use of focus; introduce flow of action
affective - observing the dance of others in a quiet appreciative atmosphere

2nd - cognitive - understanding short, quick, sharp actions/slow, relaxed, sustained actions
physical - short, quick, sharp actions in place; stiff body movements while traveling; slow, relaxed, sustained sinking actions
affective - observing the dance others have created in an appreciative atmosphere

3rd - cognitive - understand the relationship needed for a group shape to show high, medium and low levels
physical - group shapes having high, medium, and low level shapes; travel with turning actions; respond to change in rhythm of music
affective - not pushing or shoving others while working in a group shape but realizing people may push or shove accidentally with so many people moving around.

4th - cognitive - understanding base of support and opening/closing actions
physical - open/closing actions on different bases of support
affective - working in own area without disturbing others

4th - cognitive - understanding different relationships possible with the feet; understanding the five different ways of jumping: 1) two feet to two, 2) two to one, 3) one to two, 4) one to the same one, 5) one to the other one
physical - developing one to the same foot jump while changing the relationship of the feet.
affective - working in own area without disturbing others

5th - cognitive - understanding the relationships used in order for a group shape to rise, sink, and travel
physical - developing a dance showing a group shape that rises, sinks, and travels
affective - working with others to create a dance that all in the group can perform comfortably and feel part of the ownership with what the group has created.

5th - cognitive - understand the relationship involved in traveling away from and towards others; understanding matching actions
physical - develop a group dance that uses: 1) two of the five ways of jumping, 2) circling actions by the group, 3) traveling away from and toward the group, 3) all matching actions
affective - work with others in a cooperative and productive atmosphere
6th - cognitive - understand reactive actions to the actions of another
physical - develop a puppet type string dance where one is reacting to the movements of another
affective - creating movements that can be performed safely and comfortably by another
6th - cognitive - understanding matching and contrasting actions
physical - develop a three part square dance involving both matching and contrasting actions
affective - working with others so each person in the group will feel comfortable with the final performance and feel as though they helped to develop the dance.

Gymnastics

Kindergarten - cognitive - understand the physical characteristics of a balance
physical - develop balances; rolling in and out of balances
affective - working in own area without disturbing the work of others
1st - cognitive - understanding 1) levels related to balances and 2) different directions one can roll
physical - developing a gymnastic sequence showing balances at different levels connected by rolling in different directions to arrive in or go out of a balance
affective - working quietly so all can hear instructions
2nd - cognitive - understanding fast/slow actions
physical - develop a gymnastic sequence showing balances connected by fast and slow actions involving rolls or steplike actions into and out of balances.
affective - working quietly in own area.
3rd - cognitive - understanding and identifying twisting actions
physical - develop a gymnastic sequence involving four balances connected by fast and slow twisting actions into and out of balances
affective - working quietly in own area without interfering in others work
kindergarten - understanding what flight and rolling actions are
physical - introduce flight; develop forward roll
affective - taking turns and waiting in line without touching those around
1st - cognitive - understand the physical characteristics of a handstand; identify different directions in which rolls are performed.
physical - develop handstands; develop rolls performed in different directions
affective - work in own area of mat; do the best you can not to interfer with those beside you; realize that someone might come into your area accidentally
2nd - cognitive - identify changes in the speeds of actions
physical - develop a gymnastic sequence having both a fast and slow action involving swinging, rolling, steplike actions and balances
affective - returning to starting places without interfering with others' work

3rd - cognitive - understand the term acceleration and that one uses it when approaching a box to gain height when jumping onto and off the box
physical - develop a gymnastic sequence showing changes in leg relationships while performing flight, rolling, and steplike actions
affective - after each practice look for and then go to a new working area where the fewest people are waiting
4th - cognitive - understand body tension and flow
physical - develop a gymnastic sequence showing flow from one action into the other having appropriate body tension throughout performance
affective - quietly observe and appreciate the performance of others without bothering those beside you
5th - cognitive - understand how changes in speed create a more exciting gymnastic performance
physical - develop a gymnastic sequence showing changes in speeds of actions involving flight, balancing, rolling or steplike actions, and starting and finishing positions
affective - sharing equipment equally with others
6th - cognitive - understand matching actions
physical - develop a gymnastic sequence which matches the actions of another and has vaulting, rolling or steplike actions, circling actions, and a starting plus finishing shape
affective - work with another so both can be comfortable in their actions and feel as if they had a part in creating the actions
6th - cognitive - understanding the importance of body tension necessary to support and when being supported by others
physical - develop group shape
affective - carefully giving to and taking away from the weight of others so no one is hurt

Games

kindergarten - cognitive - understand that one is ready to catch when they have their hands up and out in a ready position
physical - being ready and then catching a large ball
affective - taking special care in throwing a ball so another can catch
1st - cognitive - understand that one gives with the catch by reaching for the ball and then giving in order to take the force out of the ball
physical - catching a large ball
affective - when retrieving a loose ball one should walk around others' work area and not interfer with the work of others
2nd - cognitive - understand one can do a better job catching when the ball is in front of the body rather than to the sides
physical - throw a ball so your partner has to travel to catch
affective - throwing so your partner is successful in catching the ball but has to move to catch
3rd - cognitive - understand a lead pass is thrown out in front of the direction the receiver is moving
physical - throwing a lead pass that a partner can catch
affective - working in own group's area and trying their best not to interfer in the work of other groups

A PROGRESSIVE K-6 PHYSICAL EDUCATION PROGRAM...(Continued)

4th - cognitive - understand in order for a person to be able to throw quickly they need to catch the ball neck high
physical - throwing a large ball quickly and then taking off to a new area
affective - when throwing - use appropriate force to match the ability of the receiver to catch a ball
5th - same as fourth
6th cognitive - understand to tag a runner one must get the ball to a receiver that is ahead of the runner
physical - throwing the ball to a receiver who is ahead of the ball
affective - when retrieving loose balls, be careful not to interfere in the work of others

EQUITY FOR ALL: CONSIDERATIONS BEYOND SEX OR HANDICAP! (K-12)

Mickey Taylor, Winthrop College, Rock Hill, South Carolina

Not too many years ago most physical education classes were composed of students who were of the same sex, race, age, and cultural background, and subsequently who demonstrated largely the same interests and abilities. This homogeneity created a situation where the teachers of those classes had little difficulty in providing equal opportunities for all their learners. However, since the mid 60's, various social and political influences have resulted in physical education classes consisting of a varied mixture of students in terms of interests, abilities, cultural background, race, age, and sex. The heterogeneous nature of these classes has created a problem of tremendous proportions for the teacher striving to work for equal opportunity for all learners in the gymnasium.

Generally, one of the first steps in working to achieve equity in a class setting is an awareness of the variables within that setting which may impact upon students' equality of opportunity for learning. Due to recent legislation (e.g. Public Law 94-142, Title IX) which has impacted directly upon organization and instruction in most gymnasiums, variables such as handicapping conditions and sex may quickly come to mind. Other factors within a class which may clearly be recognized as influencing opportunities for learning are differences in ages, abilities, and racial and cultural backgrounds of the students. The awareness of other variables, however, such as a student's size, level of interest, degree of personal control, and competitive desires may not be as readily apparent.

This presentation is designed to raise the awareness level of teachers to the many variables influencing equity that are found within a typical class, and to present a "thought list" of alternative approaches and positive actions to enhance the learning opportunities for all learners. Included in this presentation will be an analysis of a "typical class", an examination of the multi needs of a class and a creation and sharing of positive actions for the teacher of this class.

ORIENTEERING PART I: INTRODUCTION TO SKILLS (4-12)

Tim R. Walsh, Dodgen Middle School, Cobb County Schools

This will be a short introduction on orienteering skills. We will use this introduction phase to prepare participants for a short Orienteering meet to be held on campus. We guarantee all participants will find this exciting sport fun and easy. All equipment will be provided.

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ORIENTEERING PART II: ORIENTEERING MEET ON CAMPUS (4-12)

Tim R. Walsh, Dodgen Middle School, Cobb County Schools

A great way to start off your Saturday! We will have two courses set up to challenge your new Orienteering skills. We promise no one will get lost and everyone will have fun. If you have never tried Orienteering before, please attend our part I session at 8:30.

VOLLEYBALL FOR LUNCH

A pick up games for anyone who wishes to exercise during lunch break. Tennis shoes must be worn.

AN APPROACH TO TEACHING CORRECT THROWING SKILLS (K-2)

Mary Jane Lewis, Roan Street School, Dalton City Schools

How often do you see a softball pitcher stepping off the wrong foot? How difficult is it to teach a lay up in basketball to a junior high student when he keeps stepping off the left foot while shooting left handed? Do you cringe when seeing a fielder in softball not making the throw to home plate because she does not turn her side to the plate and bring her arm back far enough to make a good throw?

Can stressing and practicing correct throwing techniques in kindergarten, first, and second grades improve skill level as children grow? Hopefully, we do make a difference!

The clearest and most thorough aid I have found to teaching throwing skills has been Foot Forms mats. Foot prints are painted on the mats to show students exactly how to begin and step through each throw. A manual is also available explaining in detail how each throw is made.

Different throwing forms to be demonstrated are:

underhand throw---one step bowling
frisbee throw
baseball pitching---football pass
basketball lay up

Hopefully, by learning these techniques correctly at an early age, students will avoid the need to relearn correct procedures at a later date.

COMPUTER SOFTWARE FOR HIGH SCHOOL STD AND AIDS PROGRAMS

Lynda Doll, Research Psychologist, AIDS Program,
Centers for Disease Control, Atlanta

The Department of Health and Human Services has set as a national objective that accurate and timely education about sexually transmitted diseases will be available to every junior and senior high school student in the United States by the year 1990. In response to this goal, the Centers for Disease Control has sponsored the development of a variety of educational materials to be used in school and community-based STD programs. Among these is a computer-assisted tutorial entitled "STD: A Guide for Young Adults", developed by the Department of Medical Technology, Georgia State University.

Computer-assisted instruction (CAI) is one of the newest and most promising educational technologies in use in the classroom today. By 1983 approximately 75% of the school buildings in this country had a total of over 630,000 computers available for instructional use. Furthermore, more than 62% of all teachers have used computers for instructional purposes. Many students are now introduced to CAI as early as kindergarten and teachers report considerable student interest in the new medium.

Computer-assisted instruction is a valuable adjunct to traditional teaching methods, including STD education. CAI is an individualized method of instruction, which is designed to permit considerable student control over both the path and speed through the materials. Students may choose to cycle through important, or difficult, materials several times, without fear of embarrassment. Students may also choose to read material of particular interest to their lives (for example, information on STD symptoms) without disclosing this interest to their peers or instructor.

WHAT IS "STD: A GUIDE FOR TODAY'S YOUNG ADULTS"?

"STD: A Guide For Today's Young Adults" is a computer-assisted tutorial on sexually transmitted diseases (STD). The tutorial has 11 brief lessons on various aspects of sexually transmitted diseases and an additional 5 lessons specifically on AIDS. A Special Features section includes drawings and exercises to teach the student about the reproductive organs, case histories of teens with STD, detailed disease descriptions, and pre- and post-tests on facts and attitudes about STD and AIDS.

The tutorial, including the in-depth section on AIDS, is behaviorally-oriented, focusing on helping the student understand:

(1) What the STD are
(2) the damage caused by STD
(3) how to avoid STD
(4) how to recognize symptoms of STD
(5) what to do if an STD infection is suspected
(6) where to get treatment
(7) how to get a sex partner to treatment
(8) what can be done to help stop the spread of STD

Biomedical aspects of the diseases are not emphasized, except in the Disease Description section of the Special Features.

COMPUTER SOFTWARE FOR HIGH SCHOOL STD AND AIDS PROGRAMS...(Continued)

The tutorial is menu-driven, permitting the student to choose many different activities. Color, graphics, and interactive question sequences are used to maintain student interest and to encourage the student to be actively involved with the materials. The presence of an instructor is not required. Manuals describing the tutorial and how to use it are available for both the student and the instructor.

FOR WHOM IS THE TUTORIAL INTENDED?

The tutorial has been targeted for young adults, grades 6 through 12. The material is appropriate, however, for adults of any age. Students do not need to know how to use the computer or how to type in order to use the tutorial.

WHAT EQUIPMENT IS NEEDED TO RUN THE TUTORIAL?

The tutorial has been written for both the IBM PC and the Apple microcomputers.

HOW MAY THE TUTORIAL BE USED?

The STD tutorial is a valuable adjunct to classroom instruction on topics such as sex education, disease transmission and prevention, public health and decision-making. Students may also find it useful in clarifying personal decisions and in preparing papers on STD and AIDS.

HOW MAY YOU GET A COPY OF THE TUTORIAL?

The tutorial is available at a nominal cost from:

Department of Medical Technology
Georgia State University
Altanta, Georgia 30303

Because the tutorial is in the public domain, the floppy disks and manuals may be copied freely and shared with students and colleagues.

OTHER STD RESOURCES

The STD tutorial is based on a curriculum written by William L. Yarber for the Centers for Disease Control (CDC). This printed curriculum consists of a student workbook and an instructor's manual which includes suggested lesson plans, classroom exercises, and additional testing materials. These printed resources may be valuable to the instructor in utilizing CAI tutorial.

The student workbook and instructor's manul may be purchased from:

American Alliance for Health, Physical Education,
Recreation, and Dance
c/o American Alliance Publications
P. O. Box 704
Waldorf, MD 20601

THE VALUE OF PLAY PART II: IN THE ELEMENTARY SCHOOL (K-6)

Marianne Torbert, Temple University, Philadelphia, Pennsylvania

"THE REALITY OF THE MAGIC OF MOVEMENT EXPERIENCES FOR THE YOUNG CHILD"

Research studies have substantiated the many positive social, emotional, mental, and physical effects of physical activity on children's growth and development. Dr. Torbert is very concerned that this knowledge be put into action in the elementary schools. As the author of Follow Me: A Handbook Of Movement Activities For Children and Secrets To Success In Sport And Play, she believes that the elementary physical educator can successfully coordinate a team consisting of interested elementary classroom teachers to demonstrate the effects of play when offered throughout the school day. There has been evidence of the success of such programs in France, Canada, Belgium and Japan. Programs now need to be undertaken in the United States where the general population seems to be less aware of this research.

Dr. Torbert would like to share research which could help the practitioner justify the need for additional movement opportunities during the school day. She will also share a plan for instituting such a program and demonstrate games that could be used within such a program to bring about the desired results.

Games participation will be fun and voluntary.

This presentation will be coordinated with but not duplicated by Ms. Lynne Schneider's presentation.

IMPROVING TEACHER EFFECTIVENESS - THE COACH IN US!

Terry A. Rupert, Utah State University, Logan

The successful athletic coach has often been called the master teacher. However, the stories of these coaches performing grand feats of instruction in athletics and then "rolling out the ball" in their physical education classes have too often been true.

This presentation introduces current research that has investigated the teaching behaviors of physical education instructors who also coach. The study deals with observed specified teaching behaviors of these dual role professionals in each environment (teaching and coaching).

It is the hope of this presentation to strengthen the physical educator's effectiveness in teaching. This will be done by providing some guidelines to assist the teacher/coach practitioner to better prepare himself for the possible dual role conflict that may effect him. Or in the case of the noncoaching physical educator, to provide effective teaching information that has been observed in athletic practices that can be adopted successfully in physical education classes.

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AEROBICS AND PERCEPTUAL MOTOR SKILLS FOR PRIMARY CHILDREN (K-3)

Ronald B. Phillips, Beecher Hills Elem. School, Atlanta Public Schools

This presentation will involve aerobic dancing by first graders of Beecher Hills. There will also be performances of Perceptual-Motor Rhythm Games. After a brief lecture and performance, if time permits, audience participation will be welcome.

Music Title - "Flexibility Exercises" from the album **Aerobics for Kids** by Georgiana L. Stewart

"Isolation #1 (Miss Frenchy Brown)" "Move Like a Machine" (electronic music) - both from the album **Perceptual Motor Rhythm Games** by Jack Capon and Rosemary Hallum.

ASSESSMENT OF FUNDAMENTAL MOTOR SKILLS (K-3)

Virginia K. Jenkot, School District #96, Buffalo Grove, IL

I. Rationale for use of the Component Approach

Assessment of fundamental motor skill development of primary children has been conducted by both the classroom and the physical education teacher. The tools used have in general been very straight forward and simple. For example, the typical kindergarten assessment of skills has usually listed the skills of run, hop, skip, gallop, throw, catch, and bounce. The teacher then, was required to make a determination of whether or not the child could perform these skills. This determination was then usually expressed dichotomously with a perfunctory YES or NO; YES, the child could perform the skill or NO, the child could not perform the skill. Ordinarily, no specific criterion and/or regard for the qualitative aspect of the skill were considered. The results of this type of assessment often grouped several children into the same rating while their individual performances of a skill may have varied considerably from immature to mature.

In order for teachers to indeed foster the development of these skills they must first be able to determine at what level of development the student is performing. A precise method of determining an individual's level of development in fundamental skills available to the practitioner is the Roberton and Halverson component approach. The component aproach is an orientation to the development of motor skills which acknowledges the development of component body parts at different rates within an individual and between individuals (Roberton, 1977). This approach is based on Roberton's (1978) belief that motor development occurs at the component level only and therefore breaks down each component of a skill into developmental steps. For example, the hop is broken down into two components, leg and arm, and each component is given a separate step of development resulting in a profile of that skill. The resultant data will inform the teacher as to the level of maturity of an individuals' skill performance. Consequently, the teacher can then plan skill level appropriate activities and structure the environment to encourage further development of that skill.

ASSESSMENT OF FUNDATMENTAL MOTOR SKILLS (K-3)...(Continued)

II. Practical Experience

Participants will be involved in a visual explanation of the component approach through use of videotapes. They will also be shown how, when and why to use the approach in response to situations specific to the gorup attending the session.

OBSERVATION CHECKLIST

HOPPING						
	Leg Action					
Step 1	Momentary Flight					
Step 2	Body lean forward Swing leg inactive					
Step 3	Push off floor Swing leg pumps					
	Arm Action					
Step 1	Arms inactive					
Step 2	Arms swing up briefly, reacting					
Step 3	Arms pump-front of body					
Step 4	Arm opposite swing leg moves with that leg; other arm still					
Step 5	Both arms in opposition					
SKIPPING						
	Leg Action					
Step 1	One footed skip					
Step 2	Two footed skip flat footed landing					
Step 3	Two footed skip Ball of foot landing					
	Arm Action					
Step 1	Two arm "pump"					
Step 2	Two arm semi-opposition					
Step 3	Opposition					

*Taken from: Roberton, M., Halverson, L. Developing children-their changing movement. In Physical Education for Chilldren A Focus on the Teaching Process. B. J. Logsdon, et al. Philadelphia, Lea & Febiger, 1984.

S-26

THE EFFECTS OF A STRESS-MANAGEMENT CURRICULUM ON ELEMENTARY SCHOOL CHILDREN (K-8); Verneda D. Edwards, Wichita State University, Kansas & Susan Miller, Washburn University, Topeka, Kansas

Scope and Method of Study:

The purpose of this study was to determine the impact a stress management curriculum had on elementary school children. There were 152 elementary school children who participated in the investigation and were randomly assigned (with classes intact) to the experimental or control group. Subjects were asked, along with their parents and teachers, to complete questionnaires at three different times during the study. Data were collected before the study began, during the fourth week, and finally, upon completion of the study. Children in the treatment group were exposed to a five to ten minute session during their physical education class for eight weeks. The concepts introduced to the treatment group included understanding the process of stress and techniques that could be used to help reduce stress. The control group participated in sessions of five minute quiet time during their physical education class for eight weeks. All subjects, parents, and teachers were asked to complete the appropriate questionnaires concerning changes that might have occurred as a result of participating in the study. In addition to completing the questionnaires, the subjects were also asked to monitor their heart rates. Heart rates were taken at three times. The subjects recorded their heart rates before and after a relaxation episode. The analysis of variance with repeated measures and the Newman-Keuls test was utilized to determine if there were any significant group effects. A significant level of .05 was used.

Findings and Conclusions:

There was not a significant difference in the children's perception of their ability to respond to stress before and after participating in the stress management curriculum. There were also no significant differences in the parents' and teachers' perceptions of the children's ability to respond to stress. Additionally, the children participating in the stress management curriculum were not able to significantly lower their resting heart rates over the eight-week period.

V.C.R.: A MEDIUM FOR PROMOTING PHYSICAL EDUCATION & FITNESS (K-8)
Francine Kneil, Shenandoah Elementary School & Janet M. Sterner, Apopka Elementary School, Orange County Schools, Florida

We will attempt to show the usefulness of VCR equipment in promoting physical education in elementary schools. Janet will do a segment on morning exercises demonstrated by her students after morning announcements.

Fran will follow with a segment on using the morning announcement time via VCR to present information in physical education classes and intramurals. Fran portrays a local T.V. sports personality to get the attention of the students. Ironically, the sports announcer (the real one) shows up one morning and the segment get aired on the local T.V. station.

PROJECT ADVENTURE'S ALTERNATIVE SCHOOL MODEL (4-12)

Cindy A. Simpson, Project Adventure, Inc., S.E. Director, Atlanta

Project Adventure's Alternative School Model incorporates the use of our physical education model and our adventure-based counseling model in an effort to address special needs of particular students within the regular school setting. This model has been incorporated as an in school prevention program in Fulton County's Milton High School and will be beginning their second year of operation in 86-87. There is also a proposal underway in Rockdale County's Conyers Middle School for the same program. The overall goal of this program is to develop and incorporate an experiential approach to academic curriculum, an adventure-based counseling experience and the non-competitive, co-educational physical education program developed by Project Adventure. The curriculum includes science, social studies, career development, creative writing, physical education and individual tutoring as needed. The program approaches education in an experience-based style, placing more direct responsibility on each individual student, as part of a group, for their learning. The experiential approach allows for students of different learning styles and aptitutes to more successfully work together. Specific goals of the program include improving students self-confidence, personal awareness, group cohesiveness, trust, responsibility and decision-making abilities; increasing students achievement scores; improving students attendance; increasing parental involvement with their child; and improving communication between the juvenile court, the school and the parents.

Project Adventure began in 1971 as a federally funded program to integrate the goals and techniques of Outward Bound into a public school setting. The original grant proposed an interdisciplinary program involving experience-based learning in academics, and a non-traditional physical education program. The results has been a new style of learning for students that has won acceptance in a wide variety of educational settings. Hundreds of schools throughout the country have adopted the Project Adventure curriculum. (Project Adventure is a nationally validated program of The National Diffusion Network.)

The Physical Education curriculum is a semester or year-long program designed to develop balance, coordination, agility and a willingness to try, within a supportive and flexible class atmosphere. An integral part of the curriculum involves a Ropes Course -- a series of logs, ropes and cables constructed in such a way as to create a challenging and unique series of obstacles. Some of the elements are built close to the ground, other high in the air. The course builds confidence and trust and enhances the enjoyment of physical activity. A strengthened self-image emerges as the student eventually recognizes that persistence is more valued than performance.

During the year, students work together and cooperate in small groups through a series of "initiatives." Students are presented with problems that require their physical and mental cooperation as a group to solve. For example, in the "all aboard" initiative problem, a group fo 10-15 students are challenged to fit themselves on a 2' x 2' low wooden platform. The attempts and results are creative, fun and helpful toward building a cooperative working group. Discussion of the process of solving problems often follows and is one of the group building features of the adventure approach.

In addition to group problems, there are a series of Adventure games designed for use with larger groups in order to engender aerobic fitness and fun. The atypical equipment needed ranges from underinflated soccer balls, to a half dozen frisbees, to a tractor-sized innertube.

PROJECT ADVENTURE'S ALTERNATIVE SCHOOL MODEL (4-12)...(Continued)

In most schools where a Project adventure curriculum has been implemented, a prerequisite for the physical education instructors is to have attended a four-day training workshop. These Adventure workshops teach the philosophy, skills and pragmatic techniques necessary to begin a semester or year-long adventure physical education program. Workshop participants learn by participating in group games, initiatives, non-traditional warm-ups, and Ropes Course activities. Residential Adventure workshops are offered at our training site in Massachusetts, about ten times a year, and additionally at various schools and colleges across the country conducted by Project adventure Staff and approved trainers.

Because of the nature of the adventure curriculum, the workshops offers a rejuvenation experience for adults. It is a chance to experience the trust, compassion, risk and commitment with peers that adventure training naturally engenders. Within a supportive, sharing atmosphere, an adult often rediscovers him/herself as a competent physical being.

There is considerable psychological research which indicates that there is a psychological/physiological need for regularly encountered risk activities in order to experience personal growth. The passive lifestyle of many Americans makes them search in unhealthy or dangerous ways for the stimulation necessary to avoid boredom. Since one of Project Adventure's main goals is to combat student passivity, workshop participants often feel the same exhilaration that makes Project Adventure so popular with students.

OUTDOOR EDUCATION UNIT: THREE DAYS & TWO NIGHTS WITH 160 SIXTH GRADERS

Nancy L. Williams & Penny Levins, Castlen Elem. School, Grand Bay, Alabama

The purpose of this session is to present a workable program of outdoor education. Utilization of classroom teacher, parent volunteers, and resource people from local industry helps to make the entire three day event a "fun" learning opportunity for 160 students.

The following will be presented:

- A slide presentation to demonstrate food preparation, map skills, orienteering, nature study, canoeing and inter-personal skills.
- Handouts will include - how to organize this many students into Tribes for daytime activities and Wigwams for sleeping.

A question and answer session will follow.

COUNTRY/WESTERN DANCE (4-8)

Birdie E. Bell, North Georgia College, Dahlonega

"THE FREEZE"

A WESTERN LINE DANCE

Compiled and presented by Birdie Bell, North Georgia College, Dahlonega, Georgia.

Music: Any music with a suitable beat. Some suggestions are:

"Sounds Like Love", Johnny Lee, Asylum Records, 7-69848-A

"Headed For a Heartache", Gary Morris, Warner Bros. Records, WBS 49829.

"Some of Shelly's Blues", The Maines Brothers Band, Mercury Records, 884-228-7.

Formation: Line, no partners.

Style: Loose kneed with thumbs in belt loops or hands in either front or back pockets.

counts A. Grapevine R and back L.

4 1. Begin R and move towards the R with:

(1) (2) (3) (4)
Step, Cross (behind), Step, Lift L knee.

4 2. Begin L and move L with:

(1) (2) (3) (4)
Step, Cross, Step, Lift R knee.

B. Go Back, Come Forward.

4 1. Begin R and move backwards with:

(1) (2) (3) (4)
Step, Step, Step, Lift L knee.

4 2. Begin L and move forward with:

(1) (2) (3) (4)
Step, Close, Step, Lift R knee while pivoting ¼ turn to the L.

C. Remainder of Dance.

1. Being R and start over with A.

2. Continue to alternate A and B until music ends.

"REGGAE COWBOY"

A Western Line Dance

Compiled and presented by Birdie Bell, North Georgia College, Dahlonega Georgia.

Music: "Get Into Reggae Cowboy", The Bellamy Brothers. Electra, 7-69999-A.

Formation: Line, no partners.

Style: Loose kneed with thumbs in belt loops or hands in either front or back pockets.

Counts		
	A.	Main Pattern
		1. Begin R with:
		(1) (2) (3) (4)
4		Extend R heel, Cross L knee, Extend R heel, Return
		2. Begin L with:
		(5) (6) (7) (8)
4		Extend L heel, Cross R knee, Extend L heel, Return
		3. Begin R with:
		(1) (2) (3) (4)
4		Extend R forward, Return, Extend L back, Return
		4. Begin R with:
		(5) (6) (7) (8)
4		Step forward R, About face, Step forward R, About face
	B.	Two-Step Circle
		1. Begin R towards R in an individual circle with:
		(1) (2) (3) (4) (5) (6) (7) (8)
8		Step, Close, Step and Step, Close, Step and
		(1) (2) (3) (4) (5) (6) (7) (8)
8		Step, Close, Step and Step, Close, Step and
		2. Variations:
		These four two-steps may be performed in one place, forward and back, or in progression ¼ turn to the R.

"THE CHESTERFIELD"

A Western Line Dance compiled and presented by Birdie Bell,
North Georgia College, Dahlonega, Georgia.

Music: (slow tempo) "All My Life, All My Love," Eddie Rabbit.
7-69936-B, Electra Records.
(moderate tempo) "Down on the Corner," Jerry Reed.
PB-13422, RCA.

Formation: Line, no partners

counts

A. L Touch Series
1. Stand on R, Touch L toe:

	1	2	3	4
4	Touch Diagonally Forward,	Back,	Forward,	Touch beside R.

B. Walk Forward and Back with:

	1	2	3	4
4	1. Step forward L,	Step R(beside L),	Step back L,	Touch R(back),

	5	6	7	8
4	Touch R(side),	Step Forward R,	Step Forward L,	About Face

	1	2	3	4
4	Step Forward L,	About Face,	Step Forward L,	Touch R beside L

C. Grapevine R and back L
1. Begin R and move toward the R with:

	1	2	3	4
4	Step,	Cross(behind),	Step,	Swing L

2. Begin L and move L with:

	1	2	3	4
4	Step,	Cross(behind),	Step,	Swing R

D. Touch R Series
1. Stand L and Touch R with:

	1	2	3	4
4	Touch back R,	Touch Forward R,	Touch back R,	Step beside L (shift weight)

E. Start over with A

"BAREFOOT'N"

A Western Line Dance

Presented by Birdie Bell, North Georgia College, Dahlonega, Georgia.

Music: "Rockin' the Boat", Ricky Skaggs, Epic Records, 34-05748.

"Cajun Moon", Ricky Skaggs, (flip side of above).

"Louisiana Saturday Night", Mel McDaniel, Capital Records.

Formation: Line, no partners.

Counts

1 - 8 Raise up on your toes, click your heels together twice. Touch your right toe in front twice. Touch your right toe in back once, in front once, to the side once. Then swing the right leg hard to the left, turning in a pivoting motion on the left foot. This last move turns you a quarter turn to the left.

9 - 16 Walk backward 3 steps beginning with the right foot. Raise the left knee on the fourth beat. Walk forward 3 beginning with the left foot and kick the right leg forward on the 8th beat.

1 - 8 Step to the right with the right foot. Step behind the right with the left. Step to the right again with the right foot. Kick the left leg forward as you clap one time. Repeat moving to the left with the left foot.

ENHANCING SELF-MANAGEMENT OF FITNESS ACTIVITY: MOVING FROM TEACHER-CENTERED TO STUDENT-CENTERED INSTRUCTION (K-8)

Leslie T. Lambert, University of Ga., Athens; & University of Wyoming, Laramie

Practical strategies for teaching health-related fitness behaviors will be discussed. A seven-level hierarchy will provide a framework for explaining and contrasting various fitness delivery models. The progression will develop from non-teaching to responsible instruction. Information about motivating students, enhancing self-management, integration of motor skill and health related fitness program development will be provided. Teachers may expect to gain new insights about effective fitness instruction and program development.

BASICS OF BALLROOM (SOCIAL) DANCING (6-12)

Jane B. Doss, Berry Collge, Mount Berry

FOXTROT

Foot Patterns:

One Step - step to each beat of music (4/4 timing)
Promenade - step on every other beat of music
Two Step - step side, then together, then forward (or back)
Magic Step - two forward (or backward) steps, then to side, then togehter

SWING

Foot Pattern: Rock forward, rock backward, then a quick step back and forward

Single, Double and Triple Lindy Steps

Figures
- Under the Arch (And Back)
- Trading Places With Partner
- Wrap Around (With Variations)
- Arms Behind Neck
- Turns From Shoulder And Hip

WALTZ

Basic Step Pattern -Step forward, then to side, then together (3/4 timing).
Bend knee on first step, up on toes for next two steps.

Figures:
- Box
- Turning
- Hesitation
- Hip to Hip

The following pointers will be taught:

How To Lead or Follow A Partner
Basic Body Positions
Etiquette of Dancing
Cueing While Teaching

SUPER KIDS DAY (K-6)

Freeta Jones, Oklahoma Department of Education; Jill Dennis, Briarwood Elem. School; & Kay Herriott, Plaza Towers Elementary School, Oklahoma City, Oklahoma

The presentation consists of a brief background introduction. The audience is then introduced to the various stations. After this, they will actually participate in a "Super Kids Day." We complete the presentation with a slide show. Questions will be welcomed at the very end.

The Comprehensive Health Education Section

of

The Oklahoma State Department of Education

Presents

SUPER KIDS DAY

Oklahoma State Department of Education

John M. Folks
State Superintendent

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GOAL AND OBJECTIVES

GOAL:

The goal of PE/PTA "Super Kids Day" is to help each child achieve his/her potential as a responsible, contributing citizen.

OBJECTIVES:

1. To reinforce physical education terminology
2. To provide opportunities for decision-making and independent action
3. To provide each student with opportunities to develop organic vigor, muscular strength, joint function, and endurance
4. To aid in social development, adjustment and/or resocialization of each student.
5. To develop personal pride
6. To develop an appreciation of sportsmanship
7. To emphasize safety rules
8. To integrate joy and fun in the learning process
9. To provide the occasion for maximum participation
10. To praise abilities
11. To establish events so that each student has many successful experiences
12. To use the student's ambidextrous ability as an opportunity to enhance self-esteem
13. To enhance the pre-academic skills of standing still, listening, and following directions
14. To help students become aware of signs of fatigue

RULES

Times	Participants	Helpers
9:15 - 10:45	K, 1, 2, and 4	5th & 6th Grade Gophers
1:30 - 3:00	K, 3, 5, and 6	4th Grade Gophers

General Physical Education Rules

1. Hands off others
2. Listen and follow all instructions immediately
3. Be thoughtful of others
   a. Stand in line
   b. Take turns
4. Respect Equipment

Safety Considerations

1. Each student has a partner
2. Observe goal lines and starting lines
3. Use established pathways to and from each event
4. Use established signal to start "1, 2, 3, Go!"
5. Recognize first and second place
6. In case of a tie both partners will be awarded second place
7. If punch card is complete partners may repeat an event or events
8. No cuts in line
9. Sit down at the end of race to distinguish first
10. An object or ball dropped must be retrieved by person dropping it, and play is resumed at the place where it was dropped
11. Any student with a problem, on Super Kids Day, should go to the information table

PLAN

Times	Participants	Helpers
9:15 - 10:45	K, 1, 2, and 4	5th & 6th Grade Gophers (9:00-11:15)
1:30 - 3:00	K, 3, 5, and 6	4th Grade Gophers (1:00-3:15)

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Events	Items Needed	Equip. Check List
Races		
1 Hurdles	1 Certificates	1 Hurdles
2 Crab Walk	2 Ribbons	2 Jump Ropes
3 Jump Rope	3 Refreshments (Ice & Cups)	3 Tennis items
4 Tennis Ball Carry	4 Hole Punchers	4 2 Car tires
5 Tire Roll	5 Balloons	5 Spoon & Golf balls (2)
6 50 Yard Dash	6 Markers (Pennants)	6 Basketball
7 200 yard Dash	7 Horseshoes	7 2 Scooters
8 Spoon Race	8 Field marking Lime	8 4 Erasers
Slab		
9 Basketball	9 Sign stakes (event markers	9 Hockey items (cones)
10 Scooter Race	10 Information Boards	10 Mats
11 Shuttle Run	11 String (balloon bust)	11 Pole for limbo
12 Hockey Dribble	12 Race Lines	12 Hoppity Hops (2)
Mats		
13 Sit-ups	13 Car Tires (2small & lrg.)	13 Balloons (gross)
14 Long Jump	14 Gopher Ribbons	14 Mexican YoYo's
Soft Grass		
15 Limbo	15 Large nails	15 Bowling (ball 3 pins)
16 Tug of War	16 Hammers (2)	16 Hula Hoops (2)
17 Hoppity Hop	17 Trash bags	17 Bags
18 Volley Balloon	18 Bean Bag Targets	18 Shuffleboard
Playground		
19 Hand Pull-ups	19 Ring Toss	19 Target Throws (Nerf balls or disks)
20 Obstacle Course	20 Hurdles	20 Ring Toss
Blacktop		
21 Balloon Bust	21 3 large plastic trash cans	21 Large cones
22 Mexican YoYo's	THINGS TO DO	22 Lane Strings
23 Bowling	1 Contact newspapers	23 Chairs for judges
24 Hula Hoop Tag	2 Take Slides	24 5 Large plastic trash cans
Field	3 Invitations to parents	25 Event signs
25 Base Running	4 Follow-up calls	26 Information Table
26 Bean Bag Toss	5 Schedules to Parent Workers, Teachers & Gophers	
27 Horseshoes		
28 Shuffleboard	6 Bulletin Boards (countdown)	
29 Target Throw	7 Complete punch cards (laminate)	
30 Golf	8 Fill out certificates	
31 Ring Toss	9 Thank you notes	

PHYSICAL EDUCATION

T A "SUPER KID"

Has participated in Fairview Track & Field Day

Principal _____ PE Teacher _____

PTA President _____ PE Teacher _____

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PE DETAILS (Note to Teachers)

Times	Participants	Helpers
9:15 - 10:45	K, 1, 2, and 4	5th & 6th Grade Gophers (9:00 - 11:10)
1:30 - 3:00	K, 3, 5, & 6	4th Grade Gophers (1:00 - 3:15)

1. Each student should have a safety pin, a punch card, and a partner.
2. Non-participants will have written work.
3. May we use your hole puncher?
4. Students are not to use PE items on recess.
5. Release of students for Sports Day
   (4th Grade-out, races First)
   (2nd Grade-out, east field, first)
   (1st Grade-out, blacktop slab, first)
   (Kindergarten will be picked up by Gophers, please be in partners.)
   (3rd Grade-out, east field, first)
   (5th Grade-out, blacktop and slab, first)
   (6th grade-out, races first)
6. The bell will signal the start and end of Super Kids Day.
7. Please work your schedules by grade level.
   West Field - 6th Grade & 1st Grade Teachers
   East Field - 5th Grade & 2nd Grade Teachers
   Slab & Blacktop - 3rd & 4th Grade Teachers
   Information Area - Kindergarten Teachers, Media and Counselors
   Playground Area - Special Education Teachers
8. All teachers will need a whistle (one toot means freeze, long blast - Emergency, see procedure)
9. Please stress 1st Place & 2nd Place, not winner-loser.
10. Send any students with problems to the information area.
11. Please fill out evaluation form and return it to us.
12. Feel free to give us any suggestions.

PHYSICAL EDUCATION

T A ***SPORTS DAY FOR SUPER KIDS***

Thank you for your support.

Principal _____ PE Teacher _____

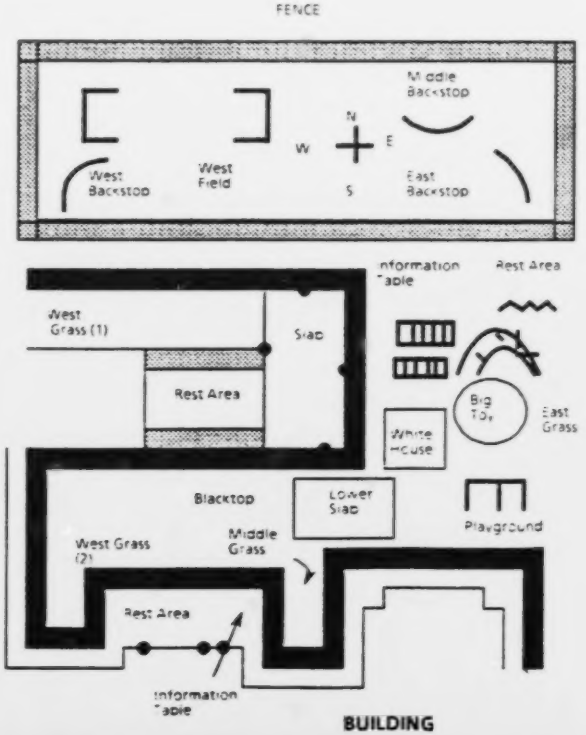
PTA President _____ PE Teacher _____

Events

West Field	Hurdles Crab Walk Jump Rope Tennis Ball Carry Tire Roll 50 Yard Dash 220 Yard Dash Spoon Race Kangaroo Race Soccer Dribble	Middle Backstop	Bean Bag Toss Horseshoes Golf Target Throw Ring Toss
East Backstop	Base Running (mark field)	West Backstop	100 Yard Dash 200 Yard Dash
West Grass(1)	50 Yard Dash	Playground	Hang-Girls Pull-ups - Boys Obstacle Course
East Grass	Tug of War Limbo Volleyballoon	Slab	Basketball Scooter Race Shuttle Run Hockey Dribble
Middle Grass	Hoppity Hops	West Grass	Sit-ups Long Jump
Blacktop	Balloon Bust Mexican YoYo's Bowling Hula Hoop Tap	Lower Slab	Shuffleboard

▸#1 Rule Observe Boundaries

MAP



BUILDING

SAMPLE LETTER

TO: Any Name School
FROM: Physical Education Instructors
SUBJECT: PE/PTA Sports Day for Super Kids

PE/PTA SPORTS DAY for Super Kids is a combination of track, field, and fun events. It is an opportunity for the children to experience a fun time and school spirit. It will be a super fun day for super kids.

There will be a number of events in which a child can participate against another child of his/her choice. In most events a child will participate against only one other child of equal age and ability.

Each child will have a card with all events printed on it. This card will be punched either first or second place by the judge upon completion of the event. Super kid certificates and ribbons will be awarded to all children that participate in PE/PTA Super Kids Day by our PTA.

There will not be a time schedule for events. Children will be free to move about the playground to the event of their choice. They are encouraged to pick an event that is not crowded and to wait behind the waiting sign.

Free cold drinks will be provided for each child by your PTA.

Parent Volunteers are needed to judge the events both morning and afternoon. Your help is needed to make this a successful day.

COUNT ON ME TO HELP ON "SUPER KIDS DAY"
Friday, May 10, 1985

I _____ will be able to help (*please circle one* A.M. P.M. both) on Super Kids Day.

Child's Name _____

Classroom Teacher _____

Telephone Number (Home) _____

(Work) _____

THANK YOU FOR HELPING US MAKE THIS A PE/PTA Super Day for Super Kids

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For more information contact Harvey Tedford or Freeta Jones at (405) 521-2106.

State Department of Education
Comprehensive Health
2500 North Lincoln
Oklahoma City, Oklahoma 73105
(405)521-2106

SUPER KIDS DAY	EXPLANATION OF EVENTS
KANGAROO RACE	The participants place a 10 inch rubber ball between their knees and race the set distance. If the ball falls to the ground, the student must replace it before continuing the race. The winner must cross the finish line with the ball in place between the knees.
HURDLES	The participant will run a set course of three hurdles.
CRAB WALK	The participants will race from a set point down and back in a crab position.
JUMP ROPE RACE	The participants will run and jump a rope a set course and return to the starting line.
TENNIS BALL CARRY	The participants will complete a race while balancing a tennis ball on a racket.
TIRE ROLL	The participants will roll a tire a set distance and return to the starting line.
50 YD. DASH	The participants will run a foot race a distance of 50 yards.
200 YD. DASH	The participants will complete a foot race a distance of 200 yards.
SPOON RACE	The participant will run a set distance while carrying a golf ball in a spoon and return to the starting line.
SOCCER DRIBBLE	The students will complete a set course using dribbling skills. Cones are used for the course and the student must dribble the soccer ball through the course in a figure eight pattern. The participants are not allowed to use hands to help control the ball. The first contestant back to the starting will receive first place.
BASKETBALL THROW	The participants will have a set number of attempts to make a basket.
SCOOTER RACE	The participants will complete a set distance while riding a scooter. The participants will race down and back.
SHUTTLE RUN	The participant will complete a race as described in the AAHPERD Fitness Test.
HOCKEY DRIBBLE	The participants will dribble a puck around four cones and return to the starting point.
SIT-UPS	The participants will have one minute or thirty seconds to complete as many sit ups as possible.
LONG JUMP	The participants will attempt a standing long jump. The participant will take off on two feet and land on two feet. (AAHPERD Fitness Test)

SUPER KIDS DAY	EXPLANATION OF EVENTS
LIMBO	The participants will attempt to limbo under a pole. The object is to duck under the bar lower than the partner, but if the pole is displaced or a hand touches the ground the participant is out.
TUG OF WAR	Each participant will grasp the ends of the rope and attempt to pull the other across the line.
HOPPITY HOP	The participants will complete a race on the hoppity hops. The race begins and ends at the same point.
ARM HANG	Each participant should use an overhand grasp of the bar with the chin above the bar. Each person holds this position as long as possible. (AAHPERD Fitness Test)
PULL UP	Each participant will attempt to complete as many pull ups as possible. This event is described in the AAHPERD Fitness Test.
OBSTACLE COURSE	This event will combine a number of skills such as climbing, crawling, running, and jumping through a series of obstacles. This event may be set up using the playground equipment.
MEXICAN YOYO'S	Each participant will attempt three times to toss the object on the end of the string into the cup.
BOWLING	Each participant will attempt to roll the ball a set distance to knock down three pins. The total score of two attempts determines first and second place.
BASE RUNNING	The participants will race around the infield of a baseball field. The participants will start on homeplate and return to homeplate.
HULA HOOP TAP	The participants will attempt to tap each others hula hoop to the floor while keeping the hoop in motion. If the participant's hoop falls to the floor before it is tapped down he/she is out.
BEAN BAG TOSS	The participants will attempt to toss two bean bags at a target a set number of times.
HORSESHOES	Each participant will toss two horseshoes at the stake. If no one scores a ringer then the horseshoe closest to the stake wins.
SHUFFLEBOARD	The participants will attempt to slide his/her discs closest to the highest number.
TARGET THROW	The participants will attempt to throw an object through a tire that is tied to a pole. The distance of the throw will depend on the age of the participant.
GOLF	The participants will attempt to hit a ball into a target

MARKETING THE PRODUCT: PHYSICAL EDUCATION DEMONSTRATION SCHOOLS (K-8), Shirley Ann Holt/Hale, Linden Elemntary School, Oak Ridge, Tennessee; & Lee Allsbrook, Middle Tennessee State University, Murfreesboro

PROCEDURES FOR THE SELECTION OF PHYSICAL EDUCATION DEMONSTRATION SCHOOLS IN TENNESSEE

1. A written request from the Supt. of Schools for an evaluation must be made to the Health and Physical Education Service, State Department of Education. Direct the request to the Demonstration Center Coordinator for Tennessee by November 1st of any given school year:

   Address: Mr. Jim Gumm
   State Department of Education
   111 Cordell Hull Building
   Nashville, TN 37219
   Phone: (615) 741-7856

2. A one day program evaluation by the State Project Coordinator and TAHPERD Representatives includes:

   A. A visit to the school and observation of the program.
   B. A written evaluation by the visitation team will be forwarded to the principal and faculty within 30 days after the visitation.

3. Upon approval as a demonstration center, the school completes the certification forms. The certification forms are signed by the principal and the State Coordinator. These forms are then submitted to the President's Council on Physical Fitness and Sports before October 2 of the following year.

4. Confirmation by the President's Council on Physical Fitness and Sports.

5. A flag from the President's Council is presented to the school during an assembly, P.T.A., or similar school function.

6. A final report in May briefly summarizing the highlights of the year's activities is submitted to the State Project Coordinator and the President's Council.

7. After quaifying as a demonstration center for three years, the school is placed on the honor roll and not evaluated again.

8. Schools desiring to maintain honor roll status after the initial period must continue to meet the demonstration school criteria.

Resources for Demonstration School Evaluation

1. Demonstration School Evaluation Checklist, prepared by TAHPERD, State Department of Education

2. Program Appraisal Checklist, prepared by COPEC, AAHPERD

MARKETING THE PRODUCT:...(Continued)

3. Guidelines for Middle School Physical Education, prepared by TAHPERD, State Department of Education

4. Position Statements on Elementary and Middle School Physical Education, prepared by COPEC, NASPE.

Guidelines for Demonstration Days

1. Persons attending a demonstration day come to see a "normal" teaching day; do not put together a program or performance. They also wish to see a full day of teaching; do not shorten your schedule for this day.

2. If more than one class of the same grade level comes to the gym on that day, a different activity or a differnt level of the theme should be presented. This is an excellent opportunity to show the progression of a theme.

3. At least two curricular areas should be presented on a demonstration day, ex., games/sports, gymnastics, dance/rhythms.

4. One session (ciass) should be devoted to physical fitness: testing, communication with students and parents, remediation.

5. One session (class) should be devoted to mainstreaming.

6. Allow at least 30 minutes for discussion led by a physical educator in the demonstration school--evaluation, discipline, teaching methods, etc.

7. Prepare a written agenda for the day and an evaluation form for the observers.

Recommendations for Demonstration School Personnel

1. Membership in TAHPERD is strongly recommended.

2. A representative from the demonstration school is to attend the annual meeting of the demonstration school committee.

LEARNING ACTIVITIES FOR TEACHING FITNESS CONCEPTS (K-8)

Doreen W. St. Clair, Franklin College, Indiana

TOPICS TO BE COVERED:

I. Physiological limitations and capabilities will be identified for children K-3.
II. Specific fitness concepts appropriate for K-3 will be stated.
III. Learning activities to meet each concept will be presented.
IV. Learning activities will be applicable for the classroom teacher as well as the specialist.

THE VALUE OF PLAY PART I: IN THE ELEMENTARY CLASSROOM (K-6)

Lynne B. Schneider, Classroom Teacher, Seth Boyden Elem. School, Maplewood, N.J.

(GAMES THAT MEET CHILDREN'S NEEDS AND POSITIVELY SUPPORT THE LEARNING ENVIRONMENT)

Elementary physical educators and classroom teachers are invited to participate in sharing Ms. Schneider's experiences and games that she has found effective in enhancing the learning process while improving self image. Lynne has been an elementary classroom teacher for eleven years. During the last two and a half years, she has been incorporating carefully selected games into her daily classroom routine. Because of a transfer within her school district, she has been able to expereince the results in two culturally very different elementary schools. In both schools she experienced a definite increase in the children's listening skills, self control, concentration, and attention spans as compared to previous classes. She has watched the group and individuals within the group grow in very special ways.

Ms. Schneider's own personal experience, as a somewhat shy child who was not totally comfortable in the elementary classroom, has made her unusually intuitive and sensitive to the needs of the elementary age child. She has noted that as games have been able to meet the social, emotional, mental and physical needs of the children they have also had a very positive effect on the learning environment which has become more cooperatively empathetic.

Lynne has been so impressed with the effects that she has witnessed that she plans to spend her professional career attempting to help children and other professionals alike to participate in the transformation that can occur when a well planned movement program is introduced into the classroom. She feels that a movement team, consisting of the elementary physical educator and the classroom teachers, can effect a major contribution in creating an educational foundation upon which a very positive school experience can be built.

With the help of those present, she would like to play/demonstrate selected games and analyze the potential these activities have to meet specific needs of the elementary age child.

This presentation will be coordinated to interact with Dr. Marianne Torbert's presentation which will focus on how such a movement team could be developed within the elementary school.

NOTE: Based upon Ms. Schneider's work, she was invited to present at the American Humanistic Association's National Conference, the Tri-State American Camping Association, the East Coast Girl Scouts Trainers Conference and went to Korea this past summer to work with the Armed Forces to help those who coordinate play programs for the young child. She is also the co-author of the article "Positive Multicultural Interaction Using Low Organized Games" which appeared in September 1986, JOPERD.

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JUMP AEROBICS I: FOR THE BEGINNER INSTRUCTOR (K-8)

Donald Disney, Physical Education Supv., Howard County Schools, Maryland
& Caroline Stockham, Heartbeat Enterprises, Savage, Maryland

EASY PROGRESSION FOR EARLY SUCCESS

To be successful at Jump Aerobics may require instruction in readiness skills. The skill level of students will permit instructors to select the appropriate entrance level from the progressions which follow. As students develop jumping skill, they can confidently handle the Basic Twenty One. Mastery of a few of the Basic Twenty One will lead, naturally, to the Jump Aerobics routines.

Students who experience some difficulty jumping a short rope (7-9 feet) may find success by breaking down the skill using a long rope (14-16 feet).

Long Rope Skills for Groups - For the 5-8 year old.

1. **Jump a Stationary Rope**
   a. Stretch rope on floor. The students stand beside the rope, feet together and jump over and back.
   b. A variation of this activity is to have the students jump the rope by moving toward it, planting both feet and jumping over it.

2. **Jump a Moving Rope**

   a. **Snake:** The rope is wriggled from side to side on the ground. Students jumn the rope in the manner explained for a stationary rope.
   b. **High Water, Low Water:** The rope is held motionless a few inches above the floor. The students stand beside the rope and jump over and back. The rope is raised a few inches after several jumps.
   c. **Swinging Bridge:** The rope sways gently from side to side a few inches from the floor. The students move toward the rope and jump over.
   d. **Baby's Cradle:** This is similar to Swinging Bridge except the students stand by the rope and jump over and back.
   e. **Jump the Shot:** Stand in the center of a circle formed by the students. Hold one end of the rope, swing it around the circle and have the students jump over it as it reaches them.
   f. **Rocking the Cradle:** The rope is swayed gently from side to side. The students stand beside the rope and jump over, back and over. On the third sway, the rope is brought over the jumper's head. The students them jump on each rotation as often as possible.
   g. **Front Door:** Turn the rope so that it hits the floor and moves toward the students. They move toward the turning rope, run under or in, jump once and move out.
   h. **Back Door:** Turn the rope so that it hits the floor and moves away from the students. They perform the same activity as the Front Door.

Short Rope Skills for the Individual Jumper. The following activities are appropriate for students who demonstrate command of Long Rope Skills.

JUMP AEROBICS I: FOR THE BEGINNER INSTRUCTOR...(Continued)

1. **Bird In Hand:** The student holds **both ends** of the rope in one hand.
   a. **Right Hand:** Turn the rope forward. The student jumps each time the rope hits the floor. **NOTE: (Beginning rope jumpers usually have a small "rhythm bounce" at the peak of the swing. This is natural and will be eliminated as the student progresses.)**
   b. **Left Hand:** Repeat the procedure described in (a.). If a student is right handed, more time should be spent with left hand activity and vice versa.

2. **Two in the Bush:** The student holds one end of the rope in each hand.
   a. **Swing and Sway:** The student holds the rope in front of the body and swings it back and forth in a cradle movement. The student jumps the rope each time it passes under the feet.
   b. **Jumpers Delight:** The student holds the rope in front of the body. Turning the rope in a circle the student jumps with both feet as the rope hits the floor and passes under the feet. The student should try for one successful jump then add one and so on. Turning the rope both forward and backward enhances skill development and provides an added challenge.

When students can perform at the rate of 90-100 jumps per minute, and have eliminated the "rhythm bounce," they are ready for single foot maneuvers. Balance is vital to single foot jumps. The "Kangaroo Kids" use **Hops** and **Alternating Foot** drills to improve the balance and timing necessary for fancy foot work.

Hops Drills: While turning the rope, the students begin with one single jump on the left foot and then one single jump on the right foot. They then make two jumps with the left foot and two with the right foot. The students continues until a total of ten jumps on each foot, without a miss, is achieved.

Alternating Foot Drill: Use proper music. Students should strive to stay with the beat while alternating feet on each jump. Always make the first jump with the left foot. As they develop skill, students will pick up the pace to a rate of 100-130 turns per minute. When this is achieved, the students are ready for the fancy foot work of the Basic Twenty One.

Record, manuals, and jump ropes are available from: Heartbeat Enterprises, 8725 Bollman Place; Savage, Maryland 20763; (301) 398-9116.

PUBLIC SCHOOL PHYSICAL EDUCATION PROBLEMS & POSSIBLE SOLUTIONS (K-12)
Elementary Years: Patricia Penn, Five Forks Middle School, Gwinnett Co. Schools
Middle Years: Marguerite Meagher, Lilburn Middle School, Gwinnett Co. Schools
Secondary Years: Margaret Lea Barrett, Health & Physical Education Dir., Fulton Co. Schools

I. Dealing with Large Numbers of Students
II. Curriculum Problems
III. Space Problems
IV. Safety and Liability Problems
V. Possible Solutions
VI. Audience Questions and Possible Solutions

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FITNESS FOR THE DISABLED (4-8)

Ann Salisbury, Adaptive Physical Education, Cobb County Schools

Several studies have reported inferior physical fitness in handicapped students. This session deals with the importance of fitness for handicapped students. Primary areas for concern are fitness assessment, planning and implementing a program for fitness improvement and motivational strategies.

"Fit to Function" is a 15 minute video tape which will be shown during the session in which the why and how of physical fitness is dicusssed and stated specifically in relation to the disabled individual.

More adults than ever before are participating in some type of physical fitness activity, but children are sometimes ignored because it is assumed that they become fit through their daily activity. Just being active isn't enough. A person must have regular, vigorous activity to become physically fit. Far too many children are overweight, tire easily, and are even exhibiting heart disease risk factors once considered adult problems.

It is in the schools that children are introduced to the advantages of a healthy lifestyle and where they learn the basic concepts for a physical fitness program. Before beginning such a program, teachers should check their students' records to see if there are health limitations or precautions. Activity should occur for at least 30 minutes three times a week, with sufficient intensity to cause the heart rate to increase, breathing to become deeper, and perspiration to appear.

As a Physical Education teacher, GEORGE MURRAY, begins a typical workout at the beginning of a class with gradual warm-up exercises that stress flexibility. These activities are followed by vigorous total body movement. After prolonged vigorous total body movement, the activity session ends with a cooling down activity to allow temperature, heart, and breathing rate to slowly return to normal.

Physical fitness pays off in firm muscle tone and good body appearance, but it also has practical uses, helping a person do a better job whoever or wherever they are. For people with impairments, like GEORGE, fitness can make the difference between personal independence and being dependent upon others.

A physical fitness program in school is only a start. It is up to individuals, children and adults alike, to carry through fitness programs on their own. To improve their fitness level, each person must first understand certain basic principles:

SPECIFICITY: improvement of a specific part or function will result only if activity is directed to that purpose.

OVERLOAD: all body tissue adapts to the amount of work it is called on to do. When use lessens, the body regresses to a lower fitness level. When the work load becomes greater, muscles adapt and become more efficient. An overload can be achieved by increasing the amount of activity to be done in a given time, or maintaining the amount and completing it in a shorter length of time.

FITNESS FOR THE DISABLED...(Continued)

Physical fitness programs are designed to develop:

1. **MUSCULAR STRENGTH AND ENDURANCE**—developed by lifting the body's own weight or by lifting heavy objects. Either is usually done in **SETS.** Each time weight is lifted is one **REPETITION.** A given number of repetitions is called a **SET.** A person usually does 2-3 sets of 10 repetitions each, resting briefly in between each set.

2. **CARDIO-RESPIRATORY ENDURANCE**—jogging, swimming, and biking are all excellent ways to increase the efficiency of the heart, blood vessels, and lungs by placing greater demands upon these systems.

3. **FLEXIBILITY**—developed by gradually stretching the muscles and ligaments surrounding a joint so as to increase its range of movement.

After just 6 weeks of training, breathing will be improved, the resting heart rate will be slower, and blood pressure lower. A physical fitness program is only one part of a healthy lifestyle. Adequate physical activity, proper nutrition, and sufficient rest are all partners.

PHYSICAL FITNESS ASSESSMENT

The following American Alliance for Health, Physical Education, Recreation, and Dance (1900 Association Drive, Reston, Virginia 22091) physical fitness tests are recommended:

1. Motor Fitness Testing Manual for the Moderately Mentally Retarded, 1975.
2. Special Fitness Test Manual for Mentally Retarded Persons, Revised, 1976.
3. Youth Fitness Test Manual, Revised, 1976.
4. Health Related Fitness Test Manual, 1980.

YOU USED (WHAT) IN P.E. TODAY? USING YOUR CASTAWAYS

Sr. Jean Marie Craig & Mary Zignigno, Xavier University of Louisiana, New Orleans

You Used What in P.E. Today -- is a combined slide/activity presentation, which offers unique ideas for using items which we usually throw away. Muffin tins, brooms, poster boards, etc. can successfully be used by the Physical Education, Recreational instructor especially in the classroom where money and equipment are no longer available. Today budget restrictions have affected many programs. Lack of money can hurt, but the key to a good program lies with the teacher, student, playground and classroom. Use your castaways, take the risk -- have courage -- be CREATIVE!

S-44 **THE ROLE OF THE PUBLIC SCHOOL SUPERVISING TEACHER IN THE STUDENT TEACHING EXPERIENCE (K-12)**

Sandra L. Gallemore, Georgia Southern College, Statesboro

In guiding the student teacher, the supervising teacher serves as advisor and counselor in three areas of particular importance: class management, teaching skill, and personal and professional growth.

Class management. In general, student teachers identify the class management aspect of teaching as one of their greatest concerns. With the publicity and criticism about discipline problems in the schools, this concern is to be expected. The student teacher's college or university preparation included considerable exposure to the skills and theory of class management, but limited experienced in actually dealing with control problems. Because of the selection process used at Georgia Southern, our supervising teachers are proficient in the class management area and competent to guide the student teacher in successfully establishing sound management practices. Supervising teachers can help student teachers in the area of class management by demonstrating sound management procedures and by accepting the student teacher as a co-worker and expecting the students also to do so. Supervising teachers should familiarize the student teacher with the disciplinary policies of the school and share with the student teacher the accepted standards of student behavior in physical education classes.

Teaching skill. The supervising teacher and student teacher share the responsibility of establishing a relationship in which student teacher growth in teaching competency and security are fostered. The student teaching experience should be regarded as a continuous learning process rather than a period to demonstrate acquired skills. The supervising teacher can help the student teacher by identifying and reinforcing strengths which the student teacher exhibits, as well as by identifying and analyzing weaknesses, and by providing specific suggestions for improvement. Student teachers should be encouraged to try new approaches and new ideas while developing a variety of instructional techniques. Supervising teachers need to be competent in helping student teachers constructively evaluate their own performance and progress.

Personal and professional growth. The student teaching quarter usually is the first opportunity for the student teacher to spend an extended amount of time with a teacher as a fellow professional. The supervising teacher can do much toward helping the student teacher develop positive attitudes toward the physical education profession and to grow in understanding and appreciation of what it means to be a professional physical educator and a professional educator. A supervising teacher can foster professional growth in the student teacher by demonstrating enthusiam for teaching and the teaching field and by taking an active part in professional activities. Supervising teacher attendance at professional meetings and demonstration of continuous professional growth through reading professional periodicals, attending workshops, holding membership in professional organizations, and serving on committees can be positive influences on the student teacher.

A skeletal outline of the oral presentation follows:

Brief Description of the Georgia Southern Student Teaching Program
Responsibilities of Supervising Teachers
Preparing for the Student Teacher
Planning for the Student Teacher's Involvement in the School's Physical Education Program
Observing and Evaluating the Student Teacher
Responding to Student Teacher Assignments
Conferencing with the Student Teacher
Georgia Southern's Role in Inservice Workshops for Supervising Teachers

The following references were used in preparing the presentation:

Clothier, G., & Kingsley, E. Enriching Student Teaching Relationships. Supervising Teacher Edition. Shawnee Mission, Kansas: Midwest Educational Training & Research Oragnization, 1973.

Davis, L. T. Suggested Topics for Weekly Conferences To Be Held With Student Teacher. Xeroxed. 1 p.

El Laissi, B. Necessary Competencies for the Supervising Teacher. Mimeographed. 1 p.

El Laissi, B. Role of the Supervising Teacher. Mimeographed. 2 pp.

Ellenburg, F.C. Conference Tips. Duplicated. 3 pp.

Gallemore, S.L. Observation of Class Management Behavior. Xeroxed. 1 p.

Gaskin, L., & Riley, M. Student Teaching Handbook. Greensboro, NC: The Physical Education Division, University of North Carolina at Greensboro, 1978. Mimeographed. 49 pp.

Handbook for Students of Teaching. Bellingham, WA: Western Washington University.

Hawk, J.D., A Partnership Guide to Student Teaching: Principles and Procedures. Southern University Press, 1979.

Humphrey, J. H., Love, A.M., & Irwin, L.W. Principles and Techniques of Supervision in Physical Education. Dubuque, IA: Wm. C. Brown, 1972.

Lanier, N.J. Instrument for Evaluation of Student Teachers. Mimeographed. 3 pp.

Page, F. Guidelines for Supervising Teachers. Mimeographed. 13 pp.

Stratemeyer, F., & Lindsay, M. Working with Student Teachers. New York: Bureau of Publications, Teachers College, Columbia University, 1958.

Student Teaching. Greensboror, NC: The University of North Carolina at Greensboro, 1972.

The Student Teaching Experience at Springfield.

Teacher Performance Assessment Instrument. Atlanta, GA: Georgia Department of Education, 1985.

Wall, M. A Good Start Is Important!!! Xeroxed. 3 pp.

JUMP ROPE FOR HEART IN ACTION: GEORGIA DEMONSTRATION TEAM (K-12)

Christi Kay, Bells Ferry Elementary School, Cobb County Schools

Jump Rope for Heart is a national event for students designed to educate students about the importance of caring for their hearts at any early age, while raising funds to help local Heart Associations fight the number one killer in America--heart disease. This program is sponsored by the American Heart Association and the American Alliance for Health Physical Education Recreation and Dance and is endorsed by the Governor's State Commission of Physical Fitness.

This program is an ideal educational experience. Cognitively, the students learn about the cardiovascular system, risk factors of heart disease, and the importance of strengthening the heart through regular exercise. Physically, the students learn a lifelong cardiovascular exercise---rope jumping. Affectively, the students gain self confidence and a sense of pride knowing that they are strengthening their bodies against heart disease while providing funds to help others combat the disease.

Students of all ages and skill levels joined by their parents, teachers, and administrators have found that Jump Rope for Heart is a fun, active and educational experience. Since Jump Rope for Heart began in Georgia eight years ago, over 90,000 students have Jumped Rope for Heart.

Jump Rope for Heart is a team event, not a marathon. Teams of six students jump rope, one member at a time, over a 3-hour period. Schools can register for this event any time between October and March. The event can be held before, during or after school, during lunch hours or physical education periods, or even on weekends.

The event is covered by a national liability policy. All aspects of the event are covered, including events conducted in locations other than the school.

To get involved contact your local American Heart Association or your state Jump Rope for Heart Coordinator.

GAMES FOR HEALTHY HEART UNIT

LITTLE RED CORPUSCLE

Concept: Veins carry blood to the heart. Arteries carry blood away from the heart.

Using a picture of a heart, show students how blood flows through the body. The American Heart Association has a nice handout that shows this. Children can use their finger to trace the blood flow on the handout. Then begin the game. On the covered play area or black top draw a large heart in the center of the area using chalk. Explain to the students that the oval in the center is the heart and that they are little red corpuscles, (little red blood cells) traveling in the body. Review that veins carry blood to the heart and if the teacher calls **"VEINS,"** all students are to run to the heart as fast as they can. If **"ARTERIES"** is called, students run to the outer edge of the playing area because arteries carry blood away from the heart. Game begins by teacher saying **"LITTLE RED CORPUSCLES WALK."** All little red corpuscles walk anywhere they choose. Teacher then calls out **"VEINS"** or **"ARTERIES."** Students are to run to the appropriate place. Any student caught going to the wrong place must jog around the play area until a new group is caught. Game continues with the teacher calling **"LITTLE RED CORPUSCLES WALK."**

JUMP ROPE FOR HEART IN ACTION...(Continued)

FOUR CHAMBERS

Concepts: The heart is made up of four chambers---right atrium, right ventricle, left atrium, left ventricle.

Use a picture and locate the four chambers of the heart. This game is similar to Four Corners. Divide your playing area into four quadrants and label them as shown below. (I use chalk.)

Select one student. Have him/her stand in the center of the playing areas and cover his/her eyes. That student counts to 10. During the counting all other students run around stopping in a chamber when counter reaches 0. The counter then calls out the name of a chamber. Any student or students caught in that chamber must jog around the playing area until another group is caught.

HEART ATTACK from **AEROBICS WITH FUN** by Kuntzleman and McGlynn

Concept: Exercise may help to save you from a heart attack.

Choose two to three participants to be **"IT"** and mark them with pennies. They must try and touch the other participants with one hand. Participants try to avoid those who are **"IT"**, but if caught, they may be freed if another participant comes and does three jumping jacks with them. If caught once, participant has one risk factor; twice equals two risk factors and so on. When caught for the fifth time, a participant has a heart attack and then becomes **"IT."** When caught, participants run in place with their arms outstretched as a signal to others to come and save them.

RISKO from **AEROBICS WITH FUN** by Kuntzleman and McGlynn

Concept: Five heart disease risk factors are: smoking, inactivity, poor nutrition, stress, and overfatness.

Tell the group they must do the following according to the risk factor you call.

High Blood Pressure
Make themselves as tall as possible

Overfat
Crawl to the north end of the playing area.

Smoking
Cough while walking to the south end of the playing area.

Stress
Run screaming to the east end of the playing area.

Junk Food
Run holding stomach and groaning to the west end of the playing area.

Inactivity
Lie down and yawn (but keep feet moving.)

Heart Attack
Do all of the above in succession

MOVE FOR THE BEAT: A WELLNESS CURRICULUM (K-6)

Jean MCGuire-Robb, Falls Church City Schools, Virginia

Wellness considers the spiritual, mental, and physical well-being of the human being. Only when these three conditions are in balance in an individual's environment does a state of wellness occur.

Activities Description

MINI LECTURES

Short lectures of 3-5 minutes are utilized to introduce various wellness topics such as nutrition, health care, cardiovascular health, weight control and substance abuse. Bulletin boards and posters are often used to get the theme for the lecture. An example of this is a "Go Power - No Power" bulletin board. Pictures cut from various magazines are placed under the appropriate heading as to whether or not the product advertised contributes positively or negatively to the students life. The students are encouraged to bring in pictures they find. This is a good way to bring relevancy to the lecture topics as it is the students who provide the theme via their pictures.

As frequently as possible, motivational techniques should be used. Wearing a costume, telling a story, or using puppets are examples of this. Do whatever you can to make the lectures exciting as well as informative.

FITNESS STATIONS

Several fitness stations are established at various points throughout the gym. Each station consists of a list of activities (i.e. toe touches, jumping jacks, etc.) that are color coded. The students are given approximately 45 seconds at each station and then, on signal, they run to the next. At each station they do the exercise which has the same color as the one they did at the previous station. Playing popular music in the background also enhances the activities.

A more sophisticated version of the fitness stations can be developed with some extra effort. Once you have developed a fitness profile for each child, you can direct them through the stations with an individual workout that meets their specific needs.

AEROBICS

Teacher led aerobics is an excellent way to improve the students' rhythmics abilities while focusing on cardiovascular endurance. A short workout done to the tune of a song which is currently popular adds to this activity. Each time you do this activity you can introduce another movement. In a surprisingly short time you will find that you can begin to choreograph short routines. Giving each routine a catchy name helps the students to identify with the activity.

As certain students demonstrate competence, ask them to help you lead the class. The next step is to have student-led aerobic workouts. This type of activity also helps to promote self-confidence and pride within your students.

MOVEMENT PATTERNS

Using the lines on the gym floor, have the students walk along a predetermined path. Using verbal cues you can change the grossmotor patterns, speed and level of the movement. A drum, whistle or tamborine is used to bring the students back to a walk. A roll of masking tape can be used to provide creative patterns for the students to follow. For example, you may want to create the silhouette of your school's mascot.

MOVE FOR THE BEAT...(Continued)

Various pieces of equipment can be used to add to the movement patterns. Have the students dribble a ball or wave streamers as they move about. You can also appoint leaders or reward students by letting them lead a line.

JUMPING ROPE

This popular past time is an excellent way to attain positive aerobic levels while having fun. It also serves as a fine warmup for other class activities as well as improving the skill level of boys who are less competent in rope skipping. As the teacher leader you can have the students follow your jumping rate which can be varied. The students can also jump in pairs with some practice. Again, jumping to the beat of music adds to the activity.

UPPER BODY DRILLS

This activitiy is very similar to the fitness stations and could be adapted to other specific fitness goals. In each corner of the gym, you place a poster which describes an activity. For the upper body you would use activities such as the inchworm, crab walk, walrus walk, wheel barrow and puppy dog run. Depending on the skill level of the children, on a signal, they move around the gym and stop at the next poster. They then switch to that activity and move to the next corner. Obviously as the level of the children rises you send them to the corners by longer routes. Whether you focus on upper body drills or flexibility or whatever, depends upon the needs of your students. If you choose not to focus on one area, you can use each corner for a separate function.

FITNESS CLUB

The fitness club is comprised of the upper level grades (4,5,&6) in cooperation with their classroom teachers. Using the results of the fall fitness test results, improvement goals are set for each child. These goals are worked on during time arranged by the classroom teacher or before and after school hours. The classroom teachers collects each months' statistics. At the end of each month awards are given to individuals and classes who reach their goals.

Do not forget to encourage each teacher to set goals for themselves. This type of modeling behavior is an excellent motivator for the students.

AEROBIC GAMES

There are many aerobic games which you can use such as Squad Tag, Friend Tag, Dead Turtle, Helper Tag, Relay and Catch-Up Tag. Many more games exist that can be modified to attain your aerobic gaols. You should attempt to have the games provide for as much constant motion as possible without confusion. The Amoeba is such as example. The children form a large cirle holding hands. Explain to them that if they drop their hands, the amoeba will die because the cell wall has broken. The students are then given a course to follow which they move about as a total group. You control the speed and direction of the group keeping in mind that you do not want some of the slower students to be dragged around.

MOVE FOR THE BEAT...(Continued)

STRESS MANAGEMENT

Children must learn about stress and the importance of recognizing and dealing with their feelings. Help must be provided which establishes coping and management skills. This will allow the students to deal appropriately with these emotions. Class conversations about stress factors in their lives helps them to understand that their problems are not unique and not the result of their own bad behavior which children often think. Talking about bad feelings and their effect on their physical health helps the children see the relationship between mental and physical health. Techniques such as relaxation, self-concept activities and "out bad feelings" introduce children to the concept that they can control and reduce stressors in their lives.

ULTRA-PHYSICAL-EDUCATION: TECHNOLOGY, FITNESS AND HEALTH

JoAnne Owens, Nauslar Director for Health & Physical Education, Nebraska Department of Education, Lincoln; Beth Kilpatrick, Junior High School, Iowa

The purpose of the presentation is to introduce state-of-the-art concepts related to exercise science, teaching skills and administrative responsibilities. Class activities will be included so that participants will learn how to apply the concepts presented:

- Technology and Fitness
- Basic Exercise Science exercise physiology, anatomy, kinesiology
- Fitness Components - cardiovascular endurance, muscular strength and endurance, gravionics, relaxation, and postural efficiency
- Principles of Exercise
- Benefits of Exercise
- Exercise Testing and Prescription

Other topics include:

Nutrition and Weight Control
Myths Related to Exercise
Basic Stress Physiology
People Skills and Interpersonal Communications
Teaching Methodology and Philosophy
Motivating Adults to Exercise
Risk Factor Identification

FLIGHT OR FIGHT OR STAY AND PLAY: SUCCESSFUL MANAGEMENT OF TEACHER STRESS AND BURNOUT (K-12)

Mary Sue David, Radford University, Virginia

The focus of the paper/workshop is on methods and techniques of succesful stress management which, if carried out fully, will enhance and increase dramatically the overall effectiveness of the teacher within the school, the home, and with colleagues.

FLIGHT OR FIGHT TO STAY AND PLAY...(Continued)

PURPOSE OF THE PAPER

Purposes of the paper/workshop are to describe the relationship between stress and the "idealism" of caring about students, about doing a good job, and about achieving the best results for students, the impact of the public and its continued demand for more and more while providing less and less support for the curriculum and teacher, the need for stress management training, and the four essential ingredients in a personal-management approach: deep relaxation; regular exercise; attitudes and awareness; and, diet.

IMPORTANCE OF THE PAPER/WORKSHOP

It is expected that the paper/workshop will satisfy, to some degrees, the existing need within the physical education profession to identify teacher stress and burnout, and functional approaches leading to successful stress management. According to some surveys, ninety percent of all teachers feel some stress and ninety-five percent indicate a need for stress management training. Additionally, stress has been identified as the number one health problem for teachers today, and, further, teaching may be the third most stressful occupation on earth, following air controllers and surgeons. It appears that the situation is not going to become less intense in the foreseeable future. In fact, there is every indication that the role of the teacher will become an increasingly stressful one.

LIMITATIONS OF THE PAPER/WORKSHOP

Topics to be addressed will include professional, and personal factors causing stress, including expanded job responsibilities of the physical educator; signs and symptoms of stress and burnout; the responsibility of managing stress and maintaining good mental and physical health; Type-A and Type-B behaviors; successful stress management through relaxation, exercise, attitudes and awareness, and diet-the READ method. The paper will be of particular importance to teachers, present and future, and to specialists who work in the area of physical education.

GATOR AIDES: MAKE AND TAKE (K-6)

Jan Nappi, Fruitland Elementary School; Jeanne Fifer, Pine Castle Elementary School; and LuAnn MacNitt, Palmetto Elementary School, Orlando, Florida

Motivational activities and ideas will be presented in this session. The following ideas will be covered:

Guiness Challenges
Nappi's Angles
Pat on the Back
Monkey Tree
Jogging Club
Tennis Mobile
Road Runners Club
Kangaroo Club
Bulletin Board Ideas

***NOTE: Door prizes will be given at the conclusion of this session.**

MORE CURES FOR THE GYM BLAHS: BULLETIN BOARD IDEAS IN PHYSICAL EDUCATION (K-8)

India Anne Goodyear, Dearing Elementary School, McDuffie County Schools

This program will be a slide presentation of bulletin boards and organizational ideas used for various purposes in all aspects of the total physical education program. Various comments concerning their effectiveness and construction will be made during the presentation of the slides.

USES FOR BULLETIN BOARDS

1. Introduction of Units or Concepts
2. Skill performance knowledge
3. Game strategies
4. Motivation
5. General rules and regulations
6. Exceptional student recognition
7. Student participation
8. Public relations
9. Holiday seasons
10. Create excitement

LET'S ADVENTURE TOGETHER (4-8)

Alan M. Sentkowski, President, Adventure Services, Inc., Atlanta; and Brenda E. Phillips, Morrow Junior High School, Clayton County Schools

This activity session is a great chance to come together as conference participants and to laugh and play together for a couple of hours prior to the close of things and the drive back home. It will further provide participants with a variety of "indoor/outdoor" warm-ups, stretches, balance activities and games which can be used with students on Monday morning.

The session begins with simple movements to get our bodies awake and warm and our minds and spirits comfortable about play. Activities include basic dance and yoga movements and stretches. We start as individuals and move into working with partners or small groups. Spotting and trust activities are discussed and included and are important to setting a tone of working and playing together in a safe and supportive way. Cooperation is the major goal of each and every activity.

As the session proceeds, we move more into large group activities which are often in a problem solving mode and which require total group participation. A number of such activities will be completed.

This session borrows from a wide number of sources including New Games and adventure activities. They are, in large part, the way the two presentors, Alan Sentkowski and Brenda Phillips spend their days and make their livings. If nothing else, the time spent is always fun.

PR FOR PE (K-12)

Jan Adair, Agassiz Junior High School, Fargo, North Dakota; &
Regina McGill, Bettendorf Middle School, Iowa

It isn't a question of whether educators will have PR or not. It's a question of what kind. Teaching by its nature gives teachers a bushel of opportunities for positive or negative PR. Positive teacher public relations still begin or end in the classroom.

Three fundamentals to PR: First, the purpose of PR is to serve - not be be self-serving. Second, the public must know what we're doing - and parents must know how their children are doing. Third, when students find that a teacher-parent relationship exists, a beneficial condition is created. Children are more apt to be concerned about their performance and behavior in school if a flow of information to their homes is a common occurrence. It's when we don't communicate and develop parent relationships that children can stop worrying about what they do at school. Therefore, PR can be a motivating factor in the classroom.

Public Relations is defined as letting the right people know about the good you do. PR is showing and telling people what we do.

Who are your publics? A teacher's public includes students, parents, other teachers, administrators, and non-parents. All these publics need your consideration.

PR is not one-upmanship. PR is not saying what I do in my class is better than what anyone else does. IN THE PROCESS OF CREATING AN IMAGE, NEVER FORGET THAT GOOD PR BEGINS WITH THE TRUTH - AND IN THE CLASSROOM.

Ideas and idea booklets will be handed out at the session. The session will deal with PR ideas to use in local schools to emphasize the crisis in youth fitness and the lack of emphasis on physical education programs.

DEVELOPING OR AUGMENTING A HEALTH CURRICULUM WITH READILY AVAILABLE RESOURCES

Steve Fields, Science, Health & Physical Education Consultant, Rockdale County Schools

With an increased interest and awareness of health issues, many new agencies have evolved, not to mention long-standing ones, which address these concerns. Many of these have directed their attention toward a preventive, educational perspective, rather than support of research and treatment. Consequently, a tremendous wealth of assistance is available to the general public and schools. A number of curricular units and/or support materials are available, as well as assistance at procuring instructors and speakers.

This session will report and distribute an integration of available health resources. The document, by no means, is ever complete. As educators of the Rockdale County School System, Conyers, Georgia, become aware of the existence and availability of resources, the document is updated and distributed on a bi-annual basis and through a memo. The format of the document arranges the resources by content areas (e.g., nutrition, lifetime health, and first aid/safety), how much time should be alloted to use it, the grade level(s) that seem appropriate, and a synopsis of the resource (see Table 1).

DEVELOPING OR AUGMENTING A HEALTH CURRICULUM...(Continued)

The participants of this session will leave with a comprehensive document of available resources, as well as ideas for enhancing it in their own school system. A research summary will be used to highlight the ease and effectiveness of using available resources in the Rockdale County School System.

Though not used in this fashion by the Rockdale County School System, there are enough materials and other resources available to structure a health curriculum around them at most, if not all, grade levels. For sure, any curriculum can be enhanced by a prudent use of available resources. Both approaches will be addressed through brief discussions.

Table 1

Environmental, Community, and National Health Resources

1 week	Sixth Grade	Department of Human Resources; environmental health issues; agencies that are concerned with community, state & national health problems
		Nutrition and Health
6 weeks	Second Grade	Department of Human Resources; basic nutrition
1 week	Second Grade	American Cancer Society, good health habits, nutritional needs, exercise, & emotional outlets; teaching guide, audio filmstrip, posters, & spirit masters
1 day	Grades 4-9	Georgia Department of Education: 28 minute 16mm film, "Food & Fitness" (Janie Bowles, our local Food Services Director, or Ruth Gordon with State Department of Education, can make the arrangements)
1 day	Grades 4-9	Rockdale County Hospital (Roseann Hoeye, Dietitian): various nutrition topics; eating habits
2 days	Grades K-9	American Heart Association, Food Services Division of the Georgia Department of Education, and the Georgia School Food Service Association: learning activities for nutrition as they relate to preventing heart disease; there are appropriate activities for each grade level

Personal, Family, School, & Occupational Living and Health

1 day	Second grade	Department of Family & Children's Services and the Rockdale County Hospital: the puppet show, "It's O.K. to Tell"

2 days	Grades 7-12	Department of Family & Children Services and the Rockdale County Hospital: pre/post-natal care; family continuity; abuse
		Safety and First Aid
3 weeks	Kindergarten	Department of Human Resources; fire safety, poisoning, personal hygiene, general safety, etc.
1 week	Kindergarten	Local Fire Departments: mandated Fire Safety Curriculum developed for the Rockdale County School System
2 days	Second Grade	Department of Human Resources: "latch-key kid" safety
1 week	Fourth Grade	Department of Human Resources: general first aid
1 week	Fifth Grade	Local Fire Departments: mandated Fire Safety Curriculum developed for the Rockdale County School Ssytem
2 days	Fifth Grade	Department of Human Rsources: first safety

BEYOND ACCOUNTABILITY: AN EXAMINATION OF PERSONALIZED AND MEANINGFUL MOVEMENT EXPERIENCES (K-8)

Janet M. Oussaty, Kennesaw College, Marietta

With a focus on competency-based programs currently sweeping across the country, there is also an emphasis toward reporting movement outcomes that are observable and measurable. When our physical education programs solely attend to the observable and measurable aspects of the movement experience, they tend to ignore that which is personal and meaningful (Oussaty, 1986). When a movement experience is meaningful, it is believed that the performer will want to repeat the experience (Thomas, 1983).

The purpose of this inquiry is to propose a revisitation of personalized and meaningful movement experiences for children in our physical education programs. This study portrays the limitations of viewing the movement experience as strictly observable and measurable, much as a result of scientific inquiry (Oussaty, 1986; Stone, 1981; Kleinman, 1970). It also portrays a more encompassing perspective of the movement experience when it is viewed in a personalized and meaningful manner, much as a result of phenomenological inquiry (Oussaty, 1986; Canic, 1986; Thomas, 1983; Kleinman, 1979; Ravizza, 1977; Allen & Thomas, 1977). The conclusions indicate that by allowing the movement to become the child's movement and by encouraging the joy and spontaneity of the experience, the child will more likely be "turned-onto" movement in his/her life.

JUGGLING FUN: IT'S CATCHING (4-8)

Warren A. Blye, Jr., Clayton ELementary School, Rabun County Schools

This hands on presentation is for those of you who have always wanted to learn how to juggle and would like to incorporate juggling skills into your programs.

We will start with colorful nylon scarves and progress to bean bags which won't run away. We'll use simple step by step teaching methods. Why Juggle? We've found that juggling helps build confidence, perseverance, concentration and a winning attitude. Juggling is an activity in which both boys and girls can participate equally and each child can advance at his or her own speed. It requires little equipment, can be done indoors or out, and is safe. The following skills, developed and improved through juggling, can be applied to other activities.

Eye-Hand Coordination
Reflex, Timing, Rhythm
Concentration
Accuracy in Throwing
Confidence in Catching
Stage Presence

Juggling with nylon scarves is perfect for beginners — because they fall so slowly. Most students move on to bean bags and balls, and many advance to rings and clubs.

In the end, juggling brings out individuality, provides a release for energy in the form of creative nonsense, and yields instant personal rewards.

It's catching -- Try it!

BICYCLING FOR FITNESS AND FUN (4-12)

Regina McGill, Bettendorf Middle School, Iowa

Seven years ago the physical education staff at Bettendorf Middle School decided to develop some special units in lifetime sports activities for eight grade students. One of the units chosen was bicycling. Students participate in bicycling during physical education class and then the last week of school are involved in an all day trip away from the school building.

The students provide their own bicycles and the school provides helmets. In the spring the maintenance department moves some of the school's bicycle racks just outside the gym doors and these are reserved for eighth grade students participating in the bicycling unit.

Skills, safety, etiquette and care of equipment are taught in the unit. Audio-visual aides and guest speakers are utilized in the teaching. Riding is done during physical education class in the park, on the bicycle trail and off-streets.

The students understand from the beginning that they will have the opportunity to participate in an all day trip if they "earn" the privilege. Students who consistently do not bring equipment, exhibit improper behavior, do not follow class rules, etc, are assigned to another eighth grade section for the day their class is gone and must attend classes.

Monies spent for the program are to hire substitutes for teachers who go with students on the all day trips. The physical education instructor makes all necessary arrangements for the outings. Usually another teacher from Middle School accompanies the P.E. instructor.

On the all day trip, bicyclers utilize the local thirteen bike path and ride in sub-divisions off the path which are not heavily traveled. The students enjoy their lunch at McDonald's.

This program is "exciting" for the students and has proven to be the culminating point of their three years of physical education at Middle School.

HEALTHY LIFESTYLE DEVELOPMENT THROUGH HIP INSTRUCTION (4-8)

Sanders A. Denham, Health Improvement Program, Muscogee County Schools

Muscogee County School District's Health Improvement Program (HIP) is described in this 50-minute presentation consisting of a 20-minute slide/tape show, a 20-minute program overview, and 10 minutes for questions and answers. The lecture format includes information intended for health and physical education coordinators, health and physical education specialists, and regular classroom teachers. The establishment of HIP in grades 4-6 during a six year pilot phase, and the development of HIP's four basic components: (1) health instruction, (2) nutrition application, (3) physical fitness, and (4) medical and physical fitness screening is clearly illustrated by the slide/tape show. Also shown is the use of staff development and inservice training for classroom teachers; and the involvement of qualified physical education specialists, cafeteria managers, local health professionals, local health organizations, community resources, and parent volunteers. In addition, HIP's system-wide implementation is explained, and its new pilot expansion into grades 7 and 8 is discussed.

During this session, participants will learn effective methods and techniques for developing healthy lifestyles. Information is presented about classroom instruction concerning the cardiopulmonary system, the digestive system, nutrition, blood pressure, chronic disease prevention, and lifetime fitness goal development; physical education in the areas of improving cardiovascular endurance, increasing upper body and abdominal strength, becoming more flexible, and developing lifetime fitness activities; and procedures for medical and physical screening of height, weight, pulse rate, blood pressure, body fat, cholesterol levels, cardiovasular endurance, upper body and abdominal strength, and hamstring and heel cord flexibility.

The discussion also includes the importance of using the screening data obtained for discovering health problems, identifying areas that need improvement, and counseling students on setting and reaching goals. Nutrition application at home, and in the school lunchroom, is mentioned as well.

HEALTH IMPROVEMENT PROGRAM

Muscogee County School District
Columbus, Georgia
Dr. Braxton A. Nail, Superintendent

CURRICULUM CONTENT

Health Knowledge

Fourth Grade

Cardiopulmonary System
Risk Factors

Fifth Grade

Digestive System
Nutrition
Food Selection and Preparation

Sixth Grade

Cardiovascular System
Blood Pressure
Hypertension
Risk Factors
Use and Care of Blood Pressure Equipment

Junior High School

Curriculum Development In All Schools:

Nutrition Application
Nutrition and Exercise
Weight Control
Chronic Disease Prevention
Comprehensive Drug Education
Safety and First Aid

Nutrition Application

Nutrition and the School Lunchroom

Menu Planning

Nutrients

Food Groups

Food Selection, Preparation, and Storage

Weight Control

Dangers of:
Excess Fat
Excess Salt
Excess Cholesterol

Physical Education

Good Health and Exercise Habits

Cardiovascular Endurance

Upper Body Strength

Abdominal Strength

Flexibility

Lifetime Fitness Activities

Lifetime Fitness Goals

SCREENING

Medical

Height

Weight

Body Fat

Blood Pressure

Pulse Rate

Scoliosis Screening

Posture

Physical Fitness

Pull-ups (Boys)

Flexed Arm Hang (Girls)

Bent Knee Sit-ups

Mile Run

Flexibility

Substance Use, Misuse, & Abuse

Healthy No-Drug Free Curriculum:

Proper Use

Peer Pressure

Affects of Misuse and Abuse

Drugs and the Law

Student Action Groups

Community & Parental Involvement

Screening Volunteers:

Parents

Medical Wives Auxiliary

Junior League

Columbus College Nursing Students

Columbus Health Department

Local Health Professionals

P.T.A. Programs

PRIDE

CATE

National Dairy Council

American Cancer Society

American Heart Association

Georgia Lung Association

Southern Foods Continental Grains Co.

EVERY CHILD A WINNER—A NATIONAL MODEL OF EXCELLENCE IN PHYSICAL EDUCATION (K-6)

Martha F. Owens & Susan Rockett, Every Child A Winner, Ocilla

The Every Child A Winner program is a member of the National Diffusion Network of Innovative Programs, United States Department of Education. The National Diffusion Network requires each program to meet rigid evaluation standards of excellence. The Every Child A Winner program model originally certified in 1974 by the Joint Dissemination Review Panel, United States Department of Education, was recertified in 1984. The program improves fitness, motor skill, self-concept and academics. It has been widely adopted in the United States and Canada because of documented success in adopter schools. Using a practical, proven, step by step plan of installation at school sites, field tested lesson plans and audio visuals, teacher guides and positive teacher training techniques, the program has been a model for excellence in over one-thousand schools.

Physical educators, classroom teachers, administrators and parents report positive student results in discipline and vocabulary, as well as improved motor skill and fitness. Five Every Child A Winner teachers in adopter schools have received state awards for excellence in Florida, Alabama, and Kentucky.

Excellence in creativity, thinking skills, team work and cooperation as well as competition is presented developmentally to young children in this program. An overview of the total program will be given at each session with opportunity to review the "user friendly" lesson plans developed for use by teachers as well as the training slide program available for use in teacher inservice, staff development and preservice education. Training options for installing the program will be presented and funding sources and contact persons identified for successful installation of the program.

FITNESS ACTIVITIES FOR ELEMENTARY CHILDREN

Emily Foster, Sabin School, Portland, Oregon

1. GETTING TO KNOW YOU JOG
   (Name, age, how many in your family, favorite color, one nice thing about you. chores, bed time, what do you like and dislike about P.E.)
2. JOG ANYWHERE
3. TWENTY FIVE STEP JOG
4. FREEWAY OF LOVE (Aretha Franklin)
   CITY (John Cafferty)
   ECHO RESPONSE
5. JUMPING JACKS, PUSHUPS, SITUPS
6. CIRCUIT: 10-15 situps
   2 jogs around gym
   10 pushups
   skip twice around gym
   repeat
7. CONE JOG
8. CRAZY EIGHT
   *Swivel feet out 8
   *Touch head, shoulder, chest waist, thigh, knees, toes, floor
   *walk out on hands 8
   *8 pushups
   *8 walk backs
   *8 slapping hands

FITNESS ACTIVITIES FOR ELEMENTARY CHILDREN...(Continued)

9. GUSTOV SKOAL

Grass pickers	Jumping jacks
Bear hugs	Pogo
Squat thrusts	Mountain Climbers
Push ups	Hop outs
Sit ups	Hop ins

10. SHE WORKS HARD FOR THE MONEY (OWN IDEA)
    1. JUMP FORWARD, BACK
    2. MODIFIED PUSH UPS
    3. SIDE TO SIDE
    4. BENCH STEP UPS

11. FITNESS GAME (OWN IDEA)
12. STOP AND GO (OWN IDEA)
13. JUMPING JACKS, JUMPING JILLS, ANGELS IN THE SNOW (OWN IDEA)
14. SPEEDWAY JOG
15. HAPPY HEARTS (OWN IDEA)
16. ONE MINUTE TESTS
17. AAHPERD FITNESS TEST - Helpful Hints
18. MOTIVATORS
19. DRAWING!!!!!!!!!!

PUT YOURSELF OUT ON A LIMB: LEARN AND TEACH BALANCE SKILLS (K-8)

Robert W. Moore, Health & Physical Education Supervisor, Cobb County Schools

Good balance is required for success in most of life's activities both in work and in play. It is one of the basic physiological factors essential to the total development of each youngster and should not be left to chance.

It is important to understand that balance can be improved through practice, and that it is specific to the muscle group involved and the task at hand. The law of specificity applies to balance. The skill gained through learning to walk on stilts is unrelated to the ability to balance the end of a wand on your finger. To acquire a good sense of balance, then, requires exposure to a multitude of balance experiences. So often in the past the skill of balance has been limited to beam walking. This is as absurd as limiting strength development to the performance of sit-ups.

As youngsters learn to improve their balance, it is important for them to understand both the cognitive and physical aspects of this skill. Three mechanical principles apply to balance.

Wide-narrow: the wider the base of support, the easier it is to keep the body balanced.

Low-high: raising the body's center of gravity to the point where weight is equally distributed, makes balance more difficult.

PUT YOURSELF OUT ON A LIMB...(Continued)

Center-edge: unless the center of gravity is vertically aligned over the center of the base of support, balance can be precarious.

Performers rely on sensory information to properly position body parts:

A. Supporting surfaces give tactile input of a touch and pressure.
B. Muscles and joints supply kinesthetic information describing the location and movement of parts.
C. Vestibular messages from the inner ear tell about the position of th head.

Balance is the ability to maintain the equilibrium of the body. There are two types of balance - static and dynamic. With static balance, the equilibrium is maintained in a fixed position, such as standing on one foot. With dynamic balance, the equilibrium must be maintained while performing some task. This might involve walking on a balance beam or on stilts.

The relationship of balance to other factors:

Sex: It is frequently heard, and inaccurately so that girls have better balance than boys because of their lower center of gravity. However, in an upright position, a female's center of gravity is not enough lower than the males to overcome the greater strength factor which rests in favor of the male. Moreover, in the inverted position, the male assumes the lower center of gravity, plus the fact he still has the strength factor in his favor. Several researchers have concluded that boys are superior to girls of compatible ages in balance activites.

Inheritance - Another fallacy frequently heard is that balance is inherited and that there is very little the average person can do to improve balance. While the ability to balance may be inherited to a certain extent, researchers found it could be significantly improved with practice.

Age - A number of researchers found that balance improved with an increase in chronological age during the elementary years, but not as much over the age range of 10-17.

Athletes - Studies have shown that athletes perform better than non-athletes on tests of balance.

The introduction of balance activities can be initiated at any grade level. Using a variety of tasks both static and dynamic can be both stimulating and challenging. Exploring the use of the following apparatus or equipment will add new life to attempts at improving balance skills. Many pieces of apparatus can be homemade. Try the following:

balance board
roller boards
tom-walkers
stilts
pogo sticks
"trolly tracks"
hunker hawser
unicycle
push balls "ball crawl"
tire barrel
wands
hoops
balance beams
truck inner tubes
groovy loop
logs

S-62 **MIDDLE SCHOOL PHYSICAL EDUCATION AND ATHLETICS: COMPATABILITY OR CONFLICT**

Patrick R. Cobb, Georgia Southern College, Statesboro

The middle school as we know it today began as the outgrowth of a junior high school system that had not met the needs of a special group of students. This particular group was composed of those young people caught somewhere between childhood and adolescense. Many educators today are convinced of the need of a special learning and growing environment for these youngsters who are on the way to adolescence, but not quite there. This concept has proved very popular as evidenced by the thousands of middle schools in existence today.

The "budding adolescent" is not a miniature adult and should not be treated as such. During the middle school years, however, many physical, mental, social, and emotional changes begin to take place, assuring the student that he/she is no longer a child, but still a long way from being "grown up." Some of these changes, particularly those of the physical nature, can be traumatic for youngsters during the ages of 10 - 14.

The self-concept is extremely fragile at this age level, accordingly, it is of great importance that students be in a learning environment that does not promote embarrassment, fear, or feelings of inadequacy. A physical education program specifically structured for middle school students can assist in meeting their social needs while making contributions to the overall educational program. Many schools, however, are closely examining the role of physical education, especially some of the so-called extensions of the program such as interscholastic sports, intramurals and extramurals. As researchers, administrators, and teachers learned more about the middle school student, the examination process expanded into a debate that seemingly grows hotter and hotter, particularly as it relates to interscholastic sports for younger students. This argument in one form or another has been ongoing for decades and no consensus seems likely in the near future.

There is little disagreement as to the need for a well-rounded physical education program emphasizing such areas as skill development, weight control, cardiovascular efficiency, flexibility, and strength. However, some educators, and probably a growing percentage of the public, are questioning whether meeting the competitive desires of our students should be dealt with in an educational setting. Once again, this is of particular concern as it relates to elementary or middle school-aged children.

Competition is present in almost all aspects of our culture. Children learn to compete at a very early age, and our society promotes the idea that competition breeds success. Obviously, some people believe in an early exposure to competition while others seriously question the practice. Regardless of the difference of opinions among the public, physical educators and educators in general have to take a stand on competition, particularly interscholastic sports.

There are alternatives to interscholastic sports to satisfy a desire for competition, especially among elementary and middle school students. One naturally turns to intramurals and extramuarals but these are not the only choices. Today's researchers are finding that the child of today has even a greater desire for adventure, excitement, and yes, even risk. Some attribute this to the more impersonal, faster-paced lifestyles of modern man. Unfortunately, many turn to alcohol and drugs to satisfy this desire. The middle school years are perhaps the last chance we have to turn these students on to healthy outlets for their activity needs. The provision of outlets in the form of competitive athletics will certainly be met by community agencies, if not by the school. Numerous educators, physicians, and researchers have pointed to potential hazards relative to any type of competitive athletics for younger groups. This may mean having to make a choice between the lesser of two evils.

INTEGRATING PHYSICAL EDUCATION AND READING (K-6)

Elsie C. Burton, Florida State University, Tallahassee

It is natural for physical education and reading to be integrated because they share four basic educational purposes. First, they are both basic skills. Failure to develop fluent reading or movement skills limits the child's developmental potential. Second, both subjects provide opportunities to develop insights into human behavior. They enable children to learn why people behave as they do and how self defeating behaviors can be changed. Third, through reading and exploratory movement, children can develop their imaginations and experience the delight of fantasy. Finally, both reading and physical activity can be a source of enjoyment. They can be fun. These activities can be immediately and intrinsically satisfying.

Physical education provides real (direct) experiences. It therefore provides opportunities for children to see concrete examples of words and concepts such as spatial and behavioral terms. This knowledge can then be transferred to the abstract world of verbal learning.

Physical education provides an experiential laboratory in which children can explore the behavioral patterns they read about in the classroom. Physical education provides an opportunity for them to practice the behaviors that contribute to positive human interactions and to see the immediate outcome of their efforts. In the same way, they can extend their explorations of fantasy stimulated by reading and give it form through bodily movement.

Children are "means" rather than "ends" oriented. It is therefore essential for them to have sources of immediate gratification. If the enjoyable aspects of reading and physical education are emphasized, children will view these learning mediums as sources of pleasure.

A variety of reading materials can be utilized to fulfill the foregoing purposes. Some of the childrens' books that contain movement themes are as follows:

INTEGRATING PHYSICAL EDUCATION AND READING...(Continued)

Berenstain:	Bears in the Night
Berenstain:	Inside, Outside, Upside Down
Berkley:	The Size of It and Ups and Downs
Borton:	Do You Go Where I Go?
Borton:	Do You Move As I Do?
Brenner:	Bodies
Brooks:	The Run, Jump, Bump Book
Car:	Be a Frog, A Bird or A Tree
De Regniers:	The Shadow Book
Clure and Ramsey:	Me
Clure and Ramsey:	Little, Big, Bigger
Epstein:	Pick It Up
Fisher:	Going Places
Gill:	Ups & Downs
Hefter:	Book of Shapes
Keats:	Over in The Meadow
Kent:	Hop, Skip and Jump Book
Kessler	"On Your Mark"
McClosky:	Blueberries for Sal
Schlein:	Shapes
Sesame Street:	The Sesame Street Book of Shapes
Shapiro:	Pop-up Opposites

Books about physical activities are becoming increasingly popular. Example of some of these books that interest children in the upper elementary grades are as follows:

Antonacci, R. J. & J. Barr. (1975). Baseball For Young Champions.
Antonacci, R. J. & J. Barr. (1975). Physical Fitness for Young Champions.
Asch, Frank & Jan. (1979). Running with Rachael.
Bunting, G. & Bunting, E. (1977). Skateboards.
Coombs, Charles. (1983). A Guide To Bicycle Motorcross.
Edwards, I. G. (1979). Bicycle Motocross For Beginners.
Dolan, Edward F. (1980). The Complete Beginner's Guide to Gymnastics.
Gutman, Bill. (1979). More Modern Women Superstars.
Gutman, Bill. (1979). Modern Soccer Superstars.
Henkel, S. C. (1972). Bikes
Jackson, Paul. (1978). How to Play Better Soccer.
Jacobs, K. F. (1978). Girlsports
Lipsyte, Robert. (1984). Assignment/Sports.
Liss, Howard. (1971). Baseball's Zaniest Stars.
Loeper, John. (1982). Away We Go On Bicycles In 1898.
Mantle, Mickey. (1964). The Quality of Courage.
McMannus, Patrick. (1979). Kid Camping From A to Zip.
Olney, Ross. (1979). Roller Skating.
Olney, Ross. (1978). The Young Runner.
Olney, Ross. (1980). The Amazing Yo-yo.
Olney, Ross. (1979). Tricky Discs.
Ravielli, Anthony. (1981). What Are Street Games?
Robison, N. (1980). Games to Play In the Pool.
Rosenthal, Sylvia. (1980). Soap Box Derby Racing.
Sobol, Donald. (1984). Encyclopedia Brown's Book of Wacky Sports.

Sullivan, George. (1984). Better BMX Riding & Racing for Boys & Girls.
Sullivan, George. (1980). Better Roller Skating for Boys and Girls.
Sullivan, George. (1980). Run, Run, Fast.
Thorn, J. (1981). Baseball's 10 Greatest Games.
Trecker, Jerry. (1982). The Magic of Soccer.
Wulffson, Don. (1980). How Sports Come To Be.

Reading in physical education is not limited to books however, other types of reading materials that can be utilized within physical education lessons and/or placed in the media center are pamphlets, posters, cartoons, newspapers and magazine articles. Working with classrooms teachers on projects involving movement themes in highly recommended as it permits a more extensive utilization of reading materials as well as unifying childrens' learning experiences. (Participants will be provided with a much more extensive bibliography that identifies movement themes. Slides illustrating a variety of reading content will be shown and examples of these materials will be available for review).

TEACHING BASKETBALL IN THE INTEGRATED CURRICULUM (4-8)

Beverly A. Nichols, University of Vermont, Burlington

Basketball is a complex game. Not only does it require accuracy in the execution of skills and especially in scoring goals, but it also requires players to continually respond to changing player relationships as the offense attempts to score and the defense attempts to keep opposing players out of the goal area.

Movement concepts are an important aspect of successful play. Body awareness and quality of movement concepts should be stressed in the learning and use of skills. Children should gain an understanding of the efficient use of body parts in executing the techniques and how to vary the use of body parts in controlling the skills under game conditions. Once the skills are learned, skill practices should involve the changes which will be required in game play.

BASKETBALL CONCEPTS*

Body Awareness

Body awareness concepts are applied in the analysis of all skills in which the part played by different body segments is understood.

Space

Self and General Space:

1. To move oneself and the ball within the boundaries of the court.
2. To move in general space in relation to teammates, opponents and the ball.
3. To move around teammates and opponents to an open space.

TEACHING BASKETBALL IN THE INTEGRATED CURRICULUM...(Continued)

4. To move with control to avoid personal contact.
5. To protect the ball as one moves among opponents by keeping one's body between the opponent and the ball.
6. To keep one's self space between one's opponent and the goal or the ball and the goal while on defense.
7. To pass the ball to an empty space in front of the goal.
8. To use as much space as possible on offense to keep the defense spread out.
9. To make one's self space large to cover as much of the court as possible on defense.
10. To close spaces open to opponents and the ball especially near the basket while on defense.
11. To create open spaces for oneself, teammates and the ball by drawing an opponent.
12. To recognize one's area of space in which to play or defend.

Directions:

13. To assume a position which enables one to move in any direction.
14. To quickly change direction to avoid contact with others.
15. To change direction to get around an opponent or to stay with an opponent.
16. To change direction to open up spaces.
17. To change direction to move the ball to the basket.
18. to change direction to intercept the ball.
19. to anticipate the direction changes of teammates and opponents.

Level:

20. To move the ball at an appropriate level (where the open space is and where it can be easily received).
21. To protect all levels while on defense.

Pathways:

22. To change pathways while moving in space with and without the ball.
23. To recognize available pathways within which to move the ball or to score a goal.
24. To anticipate the pathways of the ball, teammates, and opponents so that the path may be intercepted offensively and defensively.
25. To close pathways available to opponents.
26. To change the expected path of the ball.
27. To open pathways to the goal on offense.

Qualities of Movement

Force:

1. To use an appropriate amount of force in dribbling, passing and shooting.
2. To absorb force in catching, jumping and rebounding.

Time/Speed:

3. To change speed smoothly and efficiently while moving in space.
4. To alter the tempo of the game by speeding up or slowing down.
5. To judge the speed of the ball, teammates or opponents to intercept, close an open space or meet a pass.

Flow:

6. To create and absorb force alternately in dribbling.
7. To combine skills into a continous movement.

Understanding and use of space concepts are important to success in game play. Most of the concepts should have been introduced and applied to simple activities in the lower grades. Now we are ready to move one step further as we develop the game of basketball.

In developing the game of basketball a series of lead-up games are used. Each game in the progression brings the student closer to the actual game of basketball. Each game also involves more and more complex application of the space concepts. Before each game is introduced the teacher identifies the space concepts essential for success based on the needs of the class. While the above table suggests many concepts, the teacher chooses only those which can be developed in the time available. A series of activities to develop these concepts in the context of the game are then designed and used to help children deal with the challenges that the particular game presents. These activities usually begin with individual movements and then incorporate an opponent and finally group interaction as the children are ready.

Each lesson includes activities to develop skills, and movement concepts as well as some game play. In this way, each aspect of the game has meaning for the children as they improve their play and understanding of basketball.

*From: Nichols, B.A.: Moving and Learning, The Elementary School Physical Education Experience, 1986, St. Louis, Times Mirror Mosby.

AQUATIC SAFETY WITHOUT A POOL (K-8)

Ronald G. Morrow, Matthews Elementary School, Charlotte, North Carolina

PURPOSE: The purpose of this program is to: (a) familiarize the student with safety procedures when using pools, lakes, oceans, and rivers; and (b) to make the student able to assist in an aquatic emergency until trained help arrives.

SAFETY PROCEDURES - BRIEF OUTLINE

POOL RULES (BRAIN STORM WITH STUDENTS)

1. NEVER SWIM ALONE
2. ALWAYS HAVE YOUR PARENTS WITHIN EYE SIGHT
3. OBEY ALL LIFEGUARDS
4. NO RUNNING
5. NO HORSE PLAY
6. NO SWIMMING IN DIVING AREA
7. NO HANGING ON THE ROPE
8. ONLY ONE PERSON ON THE DIVING BOARD AT A TIME
9. ONLY ONE BOUNCE OFF BOARD
10. SWIM DIRECTLY OUT FROM BOARD, WAITING UNTIL PERSON IN FROM OF YOU IS TO THE SIDE BEFORE DIVING

... ETC

AQUATIC SAFETY WITHOUT A POOL...(Continued)

LAKE, RIVER RULES

1. NEVER SWIM ALONG
2. NEVER DIVE INTO A LAKE OR RIVER
3. KNOW THE BOTTOM, IS IT FREE OF GLASS, CANS, ETC?
4. RIVER CURRENTS
5. DO NOT OVER EXTEND YOURSELF, EXHAUSTION, CRAMPS, HYPERVENTILATION, HYPOTHERMIA

... ETC

OCEANS, SURF

1. NEVER SWINM ALONE
2. WADING CAN BE DANGEROUS
3. UNDERTOW
4. RIP CURRENT, TIDAL CURRENTS
5. WEED AND MARINE LIFE
6. WEATHER CONDITIONS

... ETC

EMERGENCY SITUATIONS - ASSISTING OTHERS IN TROUBLE

1. DO NOT PANIC
2. CALL FOR HELP
3. NEVER, NEVER ENTER THE WATER TO ASSIST ANYONE
4. NON-SWIMMING ASSIST
   REACH
   THROW
   ROW
   NEVER GO
5. FIRST AID
   SHOCK
   BLEEDING
   BREATHING
   ONE PERSON CPR*
   *modified for each grade level
6. PERSONAL FLOATATION DEVICE
7. BOATS

... ETC

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S-70 GAMES TO EMPHASIZE CLASSROOM MANAGEMENT AND DISCIPLINE (K-8)

Michael W. Dumin, Radford University, Virginia

Often in the classes it is difficult to provide enough time to develop skills, physical fitness, and play a game. A series of activities that have been developed to use with children in establishing classroom control and efficient use of class time will be presented. Each activity is designed to be used for just a short time, but to emphasize an important aspect of class management.

The games will be described using the games analysis model developed by Morris*. The games analysis model divides games into seven categories that allow you to modify or create a game to meet your exact needs. Your style of presentation,class size, and behavior characteristics influence how you will use these activities, use what works for you.

Categories:

Team/Players: This category covers how the group is divided into teams. The fewer members on each team and the more teams the greater the participation by each member of the team.
Equipment: This covers what equipment will be used in the game. By using larger balls or different types of equipment we can change the purpose of the game or the difficulty of the game.
Movement Pattern: This covers how the individual will move. By changing how a person moves can we speed up or slow the game down.
Organization Pattern: This is how the class is set up. In softball by changing how the players are arranged in the field or how the runner has to move to score, we can adjust the game to meet our needs.
Limitations: These are the rules that are used in the game. By changing the rules we can emphasize hitting, i.e. each batter gets two strikes and then must hit off the batting tee.
Purpose: This covers what you want the game to accomplish. By changing the other categories you can come up with a game that better meets your needs.
Description: This is a narrative description of the game.

Name: Shapes
Teams: Three to six per team, up to five teams
Equipment: Shape cards of various colors and numbered
Movement Pattern: Any locomotor movement pattern
Organization Pattern: Scattered in a defined area and lined up in squads by number, color, number and color, and/or pattern.
Limitations:
1. Set a time limit for how fast a group must line up. Make the time shorter as the class becomes better.
2. The group must be lined up in the order that is predetermined.
3. No pushing, shoving, or screeching.
4. The children must use the locomotor skill that has been called out.

Purpose:
1. To develop listening skills
2. Develop class organization skills
3. Develop group cooperation
4. Work on shape, color, number and matching skills.

Description: the class is lined up in squads in an area. One squad at a time is sent out to line up on the signal. After two groups have gone, try the activity with two or more of the remaining groups. Keep the activity moving quickly.

Name: Stop and go
Equipment: None
Movement Pattern: Any locomotor or non-locomotor pattern
Organization pattern: Scattered through out the area
Limitations: The group may be used in place of stopping. When the signal is given i.e. pat your head.
Purpose:
1. To develop quick response to signals.
2. to develop listening skills.
3. to practice a variety of movement skills.

Description: The children are moving through out the area and they must stop when a signal is given.

Name: Do as I do
Equipment: None
Movement Pattern: Non-manipulative patterns
Organization Pattern: Scattered facing the teacher
Limitations:
1. Any student talking sits out
2. Students must copy the teacher's movements

Purpose:
1. To work on movement
2. To work quietly

Description: The children are lined up in front of the teacher and the teacher moves in a variety of ways for the class to copy.
Variations: Have the class stay one or two movements behind the teacher's movements.

Name: Ball Passing
Equipment: Balls for every two children. A hoop for each set of partners.
Movement Patterns: Throwing (rolling) and catching.
Organization Pattern: Partners facing each other
Limitations:
1. The partner in the hoop may not leave the hoop.
2. The partner out of the hoop takes one step backwards every time their partner catches the ball in the hoop.
3. A point is given every time the ball is caught.
4. Get to the back line and trade places with the partner.
5. If the partner misses two throws in a row, the other partner takes one step forward.

Purpose:
1. To work on throwing and catching.
2. To develop partner cooperation.
3. To work independently.

GAMES TO EMPHASIZE CLASSROOM MANAGEMENT...(Continued)

Description: Partners are facing each other with one partner in a hoop. The partners throw a ball back and forth to each other and get to take a step back if the partner in the hoop catches the ball. The person in the hoop gets a point every time they catch the ball.

Name: Two step tag.
Players: One vs. one, the whole class active.
Equipment: None
Movement Pattern: Running, dodging, chasing, and fleeing.
Organization Pattern: The class is scattered within a defined area. The class is divided into partner pairs.
Limitations:
1. The students follow their partner as they run throughout the area.
2. When the whistle blows all the children stop.
3. If the partner who is following can touch their partner within two steps they get a point.
4. Switch leaders and followers every three times.
5. If one runs into another person both partner pairs sit down.

Purpose: To work on running, dodging, cardiovascular endurance, and following directions.
Description: Children are scattered and they spend 30 second periods chasing partners. Have a ten second rest period between each set.

Name: Group walk through
Players: Two groups of approximately equal size
Equipment: Two cones or markers
Movement Pattern: Walking or other form of locomotion.
Organizational patterns: Two lines facing each other with a boundary between them.
Limitations:
1. The two lines walk towards each other and pass through the other line without touching.
2. Any child who touches another child must sit out.
   a. One turn the first time;
   b. Two turns for each additional time.

Purpose:
1. To develop the ability to move without touching.
2. To work on body control.
3. To work on following directions.

Description: Two groups line up facing each other and on a signal they walk through the other group. If one person touches another person he/she must sit out.
Variations: Groups may be running around in a circle, one group going clockwise, the other counterclockwise.

Name: Slow races
Equipment: Two lines
Movement patterns: Slow locomotor movements
Organization Pattern: Two lines facing each other
Limitations:
1. One win when one get to the end line at the count.
2. Everyone can win.
3. Get to the line too fast or too slow and you lose.
4. The teacher will let you know the speed of the count.

Purpose:
1. To work on impulse control.
2. To recognize pace.
3. To work on following directions.

Descriptions: The class lines up on a starting line and on the teacher's command begins. The teacher counts to ten while the class moves to the other line. All children reaching the line at ten win.

Variation: After giving the count to the class, count to your self; all children arriving between 9 and 12 win.

* Morris, G.S. Don. How to Change Games Children Play. Burgess Pub. 1976.

JUMP AEROBICS II: FOR THE INTERMEDIATE AND ADVANCED INSTRUCTOR (K-8)

Donald Disney, Physical Education Supervisor, Howard County Schools, Maryland

WHAT IS JUMP AEROBICS?

Jump Aerobics combines dance, aerobics, exercise, and rope jumping in time with music. It is a unique and enjoyable way for students of all ages to develop and maintain a quality physical fitness program.

Students participate in choreographed routines which are adapted to their level of skill and endurance. They learn kicks and turns, single and double foot jumps, dance steps and criss-crosses, all while turning a rope.

PRINCIPLES OF JUMP AEROBICS

Jump Aerobics, as a group activity, is ideal for school, university, YMCA, recreation department and other physical fitness programs. It is also a program which is flexible enough to be used individually to enhance personal fitness.

The routines are three tiered to accommodate individual entrance skill levels. Entering at the appropriate level, students should progress at their own rates. Practice is the only way students will develop the skills required in more advanced routines.

All the routines should be set up in rounds. Individual students, or group of students can perform routines in sequential order according to the directions provided by the instructor or record. Performing routines in rounds is visually aesthetic and helps prevent fatigue. As the students improve, they will be able to achieve the ultimate objective of performing a two minute routine without stopping.

Formations can vary for each routine. Space and the number of partipants will also dictate other options that the instructor will need to consider.

GENERAL SUGGESTIONS

1. When introducing rope jumping the first year consider endurance clubs. Endurance clubs are excellent motivators and provide a solid foundation for the first year. To qualify students as Kangaroo Club members, the instructor could establish the following guidelines for non-stop jumping.

JUMP AEROBICS II: FOR THE INTERMEDIATE AND ADVANCED...(Continued)

First Grade	1 minute
Second Grade	1.5 minutes
Third Grade	2 minutes
Fourth Grade	2.5 minutes
Fifth Grade	3 minutes
Sixth Grade-Adult	3.5 to 5 minutes

2. During the second year begin to introduce the Basic Twenty One skills. Introduce a new trick each day. Charting student skills will help to individualize the program and allow students to monitor their progress. This is also an excellent motivational device.

3. Next, begin a Jump Aerobics Club that can meet before, after or during school. Introduce routines on a beginning and intermediate level. Perform for the school and P.T.A.

4. Have jump ropes available during recess time. Perhaps a jump rope fund raiser will encourage the whole family to begin rope jumping and provide extra ropes for your school.

5. Begin Jump Aerobics in regular classes. Spend 10 minutes each day during your rhythms and dance unit or during a physical fitness unit.

6. Use popular music when practicing new skills. Rope jumping can never be boring when one skill leads to another.

7. Experiment! Encourage students to develop new skills or variations of the Basic Twenty One. What student wouldn't like the entire class trying a new skill named after him or her?

GENERAL PROCEDURES

1. Warm up Stretches (5 min.)
   a. No bobbing or bouncing
   b. Use stretches and exercises that cover the whole body
   c. Emphasize shoulders, lower legs.

2. Progression for Teaching Skills
   a. Demonstrate in a 1/2 circle formation
   b. Demonstrate without the rope
   c. Demonstrate the skill with your rope
   d. Students participate with you, without the rope
   e. Students participate with folded rope
   f. Students participate with the rope at their own pace
   g. Instructor provides on the spot corrections

3. Progression for Teaching Routines
   a. Place students in formations and assign the number and/or letter code
   b. Demonstrate the routine if possible
   c. Practice component parts without rope and with the rope
   d. Put on the music and practice jumping, staying on the beat using the component parts.
   e. Explain first part of routine

f. Do this first part: without rope
folded rope
with rope
repeat with rope
g. Demonstrate the second part
h. Follow procedure listed in (f)
i. Connect both parts and use procedure listed in (f)

4. Procedure for Endurance Jump
   a. Use popular music
   b. Students must sit on the floor and stretch when they miss
   c. They will receive a Kangaroo Award at the end of the session if they complete the designated time without missing a single turn.

5. Procedure for a Speed Test
   a. No double bounce
   b. Hop steps only
   c. Use partner to count each time the rope passes under foot for 15 seconds.

6. Procedure for Free Jump
   a. Students work on their own routines
   b. Connect 2 or 3 skills together
   c. Popular music of about 130 beats per minute

7. Procedure for Cool Down (3 min.)
   a. Use stretches and cover all parts of the body
   b. Emphasize lower legs

THE BASIC TWENTY ONE GLOSSARY

The Basic Twenty One provide the foundation upon which all other skills are created. The "Kangaroo Kids" have over 300 variations and combinations of the Basic Twenty One in their repertoire.

The Basic Twenty One are presented in five categories, progressing from simple to complex. These categories include: double foot jumps, foot work, criss-crosses, kicks and turns. When students have mastered a skill, have them use music during practice.

Double Foot Jump
1. Side Jump
2. Front/Back Jump
3. Side Straddle
4. Scissors Jump
5. Cross Step
6. Twister
7. Wobble Jump

Kicks
1. Side Kick
2. Heel Click
3. Can Can

JUMP AEROBICS II: FOR THE INTERMEDIATE AND ADVANCED...(Continued)

Foot Work Basics
1. Alternate Hops
2. Side Taps
3. Heel to Heel
4. Toe to Toe
5. Heel to Toe
6. Four County Fling
7. Swim Step

Turns
1. Side Swish
2. Basic Full Turn

Criss Crosses
1. Basic and Alternating Hops
2. Matador

Records, manuals and jump ropes are available from: Heartbeat Enterprises, 8725 Bollman Place, Savage, Maryland 20763; (301) 498-9116.

SCATTER SQUARE DANCE: TRADITIONAL SQUARE DANCE CALLS DONE IN A NON-TRADITIONAL MANNER (3-8)
Camilla Y. Kerst, Johnson School, Franklin, Tennessee

SOLO FORMATIONS

KEEP TIME TO MUSIC Clap, slap, move any part of your body with the beat of the music.

TURN ONE ALONE Turn a circle alone

HIT THE LONESOME TRAIL Walk by yourself any place around the room.

GENERAL FORMATIONS

TURN AND GO THE OTHER WAY Can be used to change direction in "circle up two", "circle up four", "circle up all", "right or left hand star", or right or left hand "cross."

STAR Can be called for either right or left hand. Whatever hand is called, all dancers put correct hand up in center of circle and walk around the circle in line of direction. Two or four people can do.

SHOOT THAT STAR The star breaks up into whatever the next call is.

CHANGE JOCKEYS OR DRIVERS Use with either "horse and jockey" or "horse and buggy". All people just turn around and face the other direction so now there is a new person(s) in front.

THE CROSS Circle up four. Can be called right or left hand. You join the correct hand with the person across from you who is not your partner, and all walk in a circle. Similar to the star but hands are flat.

CHAIN ACROSS Do out of a "cross". Partners with hands joined "on top" drop hands while other couple exchanges places and then drops hands. Then the second couple exchanges places passing right shoulders.

PARTNER FORMATIONS

HONOR YOUR PARTNER Partners face each other and recognize each other by either bowing or shaking hands.

PROMENADE Join hands with another person and walk together around the room.

DO-SA-DO Partners face each other and pass right shoulder to right shoulder, passing back to back and return to original position.

DO-PASO Partners face and grasp left forearms, and turn partner once around, turn corner with right forearm.

SEE SAW Partners face each other and pass left shoulder to left shoulder, passing back to back and return to original positions.

ELBOW TRIM Hook either right or left elbows with a partner and turn once around.

CIRCLE UP TWO Join hands with a partner and walk in a circle together.

HORSE AND JOCKEY Partners one behind the other, with the back person puttting hands on front person's shoulders.

HORSE AND JOCKEY PROMENADE Everyone lines up behind lead couple in horse and jockey fashion.

BALANCE Balances can be done forward, backward and to the side. When facing your partner balance forward by stepping forward on one foot and touching the other next to it, this should be done on the balls of the feet. If side by side, step sideways to your partner and touch other foot next to foot stepped on, then balance away from partner by stepping away from partner and tapping other foot next to it.

ALEMANDE LEFT Give left hand to your partner, or corner, and turn once around.

BIG CIRCLE FORMATIONS

CIRCLE UP ALL All partners or individuals form one big circle.

GRAND RIGHT AND LEFT Call out of "circle up all." Give right hand to your partner and progress around the circle alternating left and right hands until you return to your partner.

QUEEN'S HIGHWAY Partners should be in promenade position "circle up all." Outside partner turns back while the inside partner continues walking forward around the circle until partners meet again.

KING'S HIGHWAY Partners should be in promenade position in "circle up all." Inside partner turns back while the outside partner continues walking forward around the circle until partners meet again.

SCATTER SQUARE DANCE:...(Continued)

THE WAVE With arms: one person starts by "waving arms" and each person follows, a ripple effect. Or with the body: one person starts by bending over from the waist, then coming back up, each person follows, in ripple effect.

THREAD THE NEEDLE All join hands except one person drops hands with the person next to him. This is the leader who will "thread" the whole circle (who are still joining hands) in and out under the raised arms of one set of partners. When the "thread" is through, go again. Thread can be done in and out of every 5th or 6th person. Remember to keep hands joined. Remember to move up the line and do not let arms get stretched out to far.

WIND THE CLOCK All hands remain joined and the designated leader leads the group around and around in an increasingly smaller circle until the group is "wound up". Then group turns and unwinds.

LINE FORMATIONS

SKIN THE SNAKE Call from "horse and jockey promenade". Lead partners join hands and walk over kneeling line behind them. Each couple in turn walks down the line the same way. Once at the end, "hit the lonesome trail."

WEAVE THE LINE Call from "horse and jockey promenade." Front person weaves in and out of the line behind, each person follows.

WAGON TRAIN Form a procession of "horse and buggies" in groups of four (two sets of partners). Do not have sets of four hook up with other groups, but walk in line following each set.

TUNNEL Two people form an arch, other partners go under the arch and immediately form an arch next to the other arches. When everyone has gone through the arch the first couple goes through and each couple continues through the arch in turn. Once out everyone "hits the lonesome trail."

TURN BACK JACK Call from "wagon train." Lead couple goes down the middle of the line splitting it in half.

LONDON BRIDGE Two people form an arch with their hands held high in the air. All other couples go through and keep going. The difference between this and "tunnel" is that in the "tunnel" all other couples will form an arch also after going through the first couple's arch.

PICNIC WALK Pick two people (one couple) and the rest of the class, in partners, follow these leaders.

GROUP OF FOUR FORMATIONS

CIRCLE UP FOUR Two sets of partners (four partners) all join hands and walk in a circle together.

BASKET Done out of a circle, two partners join hands across the circle and the other two partners join hands under the first two. Partners with hands on top lift their hands up and over the heads of the other two people, the remaining two people lift their hands up and over the heads of the first two and all circle.

OCEAN WAVE All four dancers face in alternate directions, join hands, and balance forward and back.

HORSE AND BUGGY Two partners join together; one set of partners in front side by side, with second set of partners side by side with hands on the shoulders of the front partners. Partners should join inside hands.

THE CAGE Circle up four, and call four different animals, one at a time, to jump into the center of the circle, while the other three people circle around the person in the middle, and then the animal jumps out as a new animal jumps in. Example: bird jumps in, bird jumps out and get a _____ jump in.

DUCK FOR THE OYSTER AND DIVE FOR THE CLAM Circle up four, one set of partners raise joined inside hands while other set of partners duck through the arch and right back out (oysters). Then repeat with the first couple ducking under the arch of the second couple (clam).

FOUR LEAF CLOVER Circle up four, one set of partners forms an arch, second set of partners goes thorugh the arch (all keep hands joined) second partners turn around under own arms and face first couple with hands down on top together.

MOUNTAINEER LOOP Circle up four, all hands joined. First couple raises their inside hands to form an arch. Second couple goes under the arch, drops hands—only second couple drops hands, each person goes around the person in the arch closest to them and then the two people in the arch turn under their own arms.

LADY AROUND LADY Ladies exchange places and return back to their partners.

GEORGIA RANG TANG Two sets of partners face each other, one set of partners walk through the middle of the other set of partners they walk a figure 8 around the lady of the partner they split and back to the man's position and the first lady continues by splitting the second couple again but this time goes around the man and returns back to her home position.

TURN THE RAG INSIDE OUT AND RIGHT SIDE IN All hold hands, do not let go. One set of partners goes under the raised hands of the other couple, turning the circle "wrong side out", but never losing the original hand grasp. Everyone will end up facing "outside" circle with arms being pulled slightly backwards.

GEORGIA HIGH SWING In a circle of four, only partners join hands. Each set of partners "swings" underneath their own raised arms. All four people swing at the same time. After swinging the two groups of partners join hands again.

SCATTER SQUARE DANCE:...(Continued)

Revised from: Karen Hamilton and Steve Ward
Suggested Music: Hooked on Country III (45)
TNT (45)
Fireball (45)
I Walked the Line (45)
Drivin' My Life Away (33-Album)
Hooked on Country III (33-Album)
Dances from Appalachia (33-Album, CPO 287, Berea, KY, 40404)

SITTERCISES: AEROBIC ACTIVITIES FOR THE CLASSROOM (K-8)

Billy E. Gober, HPE Coordinator, Dekalb County Schools, Georgia

Introduction

Sitting around has never been thought of as fun by a great many children and most adults. There are those occasions though when an audience or class must be seated and even more occasions throughout life where one is relegated to the sitting position. Who says you can't sit and stay fit? It's all a matter of what you do while sitting. The heart still beats, breathing continues and the blood still carries oxygen to the brain. All of these functions can be accelerated through the rhythmical contraction of various muscle groups.

The idea of Sittercises, developed as a means of staying alert and fit while driving an automobile, has proven very useful when adopted to the classroom situation, sitting in the park, on the beach or just about anyhere.

Utilizing the pulse rate as the body's speedometer, participants can judge for themselves whether they are really getting a good workout.

The program begins with stretching activities, followed by several warmup activities. Participants who vigorously participate can build up to aerobic levels of activity. Using the carotid pulse, everyone can learn for themselves how they respond to exercise.

Discovering which muscle groups can be used while seated, participants will learn the movement techniques that contribute greatly to increased fitness and health.

How To Get Started

Setting the scene for Sittercise is extremely important especially if the participants are accustomed to being outside and active. Inform the group that they are going to have a unique opportunity to learn something about themselves during this session. Teach everyone how to take their carotid pulse (see next section) and discuss the relationship of the pulse rate to an automobile speedometer. Many individuals will attest to having heard their hearts pounding in their chest or ears during an exciting event or following exertion. Tell them that the objective here is to utilize the pulse rate to tell us how we are doing in our activity session.

Using a script similar to the following will help to set the scene for the recorded activities.

Setting the Scene

Have you ever been on a long trip in the car and become really tired and weary of riding? It can really get to you...you still have miles to go but you feel so restless. Have you ever thought about exercising instead of going to sleep? It works and you can do it while you sit in the car.

There are various muscle groups in the body that we can contract...that is make stiff... and have the same effect as exercising out of doors. Let's think for just a second about which muscle groups we can flex.

Try those in the legs. Make the leg muscles firm and hard. Hold for a few seconds; now relax. The muscles shorten, become tense and still cause energy to be burned and the heart rate and breathing to increase. This is what happens in other exercises like running and swimming.

Before we go on, we need to check body speed while we are at rest to see if we can increase the heart rate during exercise. To do that, place the fingers of one hand on your voice box at the throat. Slide the fingers to the little groove in the side of the neck where the large blood vessels send blood to the brain. These are called carotid arteries, and we can feel the heart beat as blood is pumped to the brain. When everyone has found the place we will count the number of beats we feel for a given amount of time. (15 seconds) Ready? Start counting...STOP! Remember the number, that is the speed of your body at rest. We will check if after each activity to see how well we are doing.

Let's discover which other muscle groups we can flex. Remember that we made the legs stiff, but what about the muscles in the hips? Can you flex those and make yourself move up and down as you flex and relax the muscles? That's the way some truck drivers look on a bumpy road. Can you flex and relax the arm muscles...shoulders, stomach, neck, chest, etc. Alternate right and left sides.

Now we appear ready to begin Sittercise since most of you know that you can exert muscle energy while you sit.

It is further suggeted that the leaders familiarize themselves with the selections they wish to use in the initial session (see mixing and matching). The leader should be "up front" or in plain view of the audience. The participants will depend upon visual cues from the leader more than they will the verbal cues in this initial session. In subsequent sessions this trend will reverse. As individuals become familiar with the muscle selections, the tempo will cue the action. If you are working with a large audience, you may consider sitting on the stage or a riser or any other technique that will help the participants easily view the actions.

How To Take Your Pulse

It is suggested that every participant have a 3 x 5 card and pencil handy before beginning the Sittercise program. Recording the pulse rate helps the participants pay more attention to their body's response to the activities as well as gives purpose to the breaks between the bands of music and cues.

SITTERCISES: AEROBIC ACTIVITIES FOR THE CLASSROOM...(Continued)

Everyone should begin by learning how to take their own carotid pulse. This pulse can be found easily by placing the fingers of one hand on the voice box or "Adam's Apple" and sliding the fingertips (fingerprint portion) to the groove in the side of the neck where one of the two large arteries feed the brain. Caution the participants that it is not necessary to press hard in order to feel the pulse. The instructor may need to circulate throughout the room to make sure everyone is taking their carotid pulse correctly.

Pulse taking can be done successfully even with kindergarten children. One shcuId be aware though that when young children exercise, the pulse beat will be so rapid that their ability to count will really be challenged.

The American Heart Association recommends aerobic exercise at least three times weekly, with no more than two days elapsing between workouts. Aerobic exercise requires that the pulse rate be between 60 and 80% of the maximum heart rate adjusted for age. This target zone indicates exercise which is enough to achieve fitness, but not too strenuous to exceed safe limits.

The formula for determining the target pulse rate for exercising is as follows:

1. Subtract the participant's age from 220 (maximum pulse).
2. Take 60% (x.60) and 80% (x.80) of the adjusted maximum to achieve the minimum and maximum heart rate per minute.
3. Dividing by 4 will give the range that the pulse should achieve for the 15 seconds (1/4 mninute) timed pulse count on the record.

The formula below is calculated for a 10 year old indicating the range necessary to achieve aerobic status.

220 maximum pulse
- 10 age
210 adjusted age
x .6 60% of maximum
126.0 minimum level per minute

210 adjusted age
x. 8 80% of maximum
168.0 mininum level per minute

126 ÷ 4 (1/4 min. count) = 31.5 heartrate for 15 sec.

168 ÷ 4 (1/4 minute) - 42.0 heartrate for 15 sec.

To be considered aerobic activity, that is demanding oxygen delivering efficiency of the body systems, this 10 year old should achieve a pulse rate between 31.5 and 42 heart beats for the 15 seconds the pulse is time.

SITTERCISES: AEROBIC ACTIVITIES FOR THE CLASSROOM...(Continued)

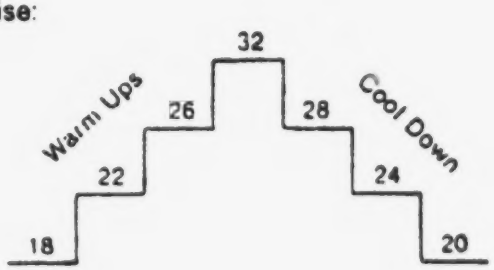
Mixing and Matching the Program

The activities on this album have been designed to accommodate the widest possible audience when age and capabilities are the consideration. The scope of the program begins with (1) Stretching activities, designed to stretch the tendons, ligaments and muscles while preparing for exercise; (2) Warm up activities that are designed to gradually introduce and intensify the exercise session and familiarize the participant with the movement opportunities; (3) Fast paced activities incorporated to achieve aerobic or near aerobic pulse rates; (4) Cool down activities which aid in slowing the participants down gradually in preparation for the recovery phase; (5) Relaxation training activities which are included so the participant may learn how to eliminate residual muscle tension.

Once the scene has been set and the participants know how to check their pulse, you are ready to begin. Start with the stretching activities on Band One and follow with the warm up selection. In order to achieve the stairstep effect, a vigorous activity band should be selected for the middle of the exercise session followed by several cool down selections. Conclude the session by returning the group to a resting, relaxed state with the band on relaxation.

Typical Stairstep Effect of Exercise:

Resting Pulse per 15 sec.



The ability to mix and match will help to make the Sittercise program more appropriate for your group. For an introductory session you may wish to develop a session with only a warm up and cool down selection. This will help the participants "get the idea" of what seated exercising is all about. They will then be ready for subsequent sessions. One selection is especially useful when your session is a short initial one. It is "The Stand Up and Sit Down" band. This works equally well as a warm up and requires little "fancy footwork" of the novice Sitterciser. The "Elevator" is another activity that lends itself well to this initial session.

Should you wish to workout with specific body parts, you may wish to implement the "Arms Race" (arms only), followed by the "Bicycle" (legs only). "isometrics" would work well in this combination since it gives both the upper and lower extremities a good workout.

The real joy in Sittercise will come when the group has committed the cues to memory and the entire class moves in unison. When you have accomplished this, you are ready to put them on display.

S-84 **MIDDLE GRADES BY ANY OTHER NAME...IS THE CURRICULUM THE SAME?**

Margaret A. Jones & Joyce M. Buis, Georgia State University, Atlanta;
I. David Harris, Kennessaw College, Marietta

The philosophy on which physical education curricula in Georgia schools is based mandates variety in the middle grades. This viewpoint sees value in exposing students in Grades 5 through 8 to many activities, in teaching widely ranging skills that build on the fundamental movement patterns developed in earlier years to give children choices about pursuits that they will follow in the upper grades and throughout life (Georgia Board of Education, 1982). The approach is identified with a movement that has established middle schools throughtout the state and is different from the major physical education objectives that guided curriculum design for more traditionally labeled schools: elementary, junior high, and high.

It is of interest to administrators, curriculum planners, and teachers whether this difference in philosophy is reflected in what actually occurs in the gymnasia and on the playing field of the public schools. In an extensive survey which asked these and other questions about the physical education curricula in the state's school systems, we collected data which appear to indicate that there are important similarities as well as differences in the offerings found in middle schools as opposed to those having the more traditional labels.

Of the 1700 public schools in Georgia, 634 completed the survey. The responding schools represented 81% of the state's 187 public systems. Furthermore, they constituted an adequate sampling of the state on other socioeconomic variables, i.e., family income and geographic distribution.

Compiling data for 300 listed activities, plus additional curriculum offerings which the responding schools were asked to report, we classified the schools by their self-given labels. There were 392 elementary schools, 60 middle schools, 38 junior high schools, and 115 high schools. We compared the information for each middle-school grade with that for the same grade in more traditionally labeled schools having corresponding levels. Thus the fifth, sixth, seventh, and eighth grades of the middle schools were compared with elementary school counterparts; seventh and eighth grades were compared with junior high schools; and eighth grade was compared with high schools.

A crosstabs procedure from the Statistical Package for the Social Sciences produced corrected chi-square statistics and identified differences between the middle school curricula and those for the same grades in schools having more traditional labels. When comparing the traditional junior high and middle-school grade curricula as well as the senior high with the middle-school grade curricula, the frequency of the items perceived to be taught tended to be similar.

When examining the activities offered in the middle-school grades with the elementary school counterparts, the middle-grade teacher reported 10 of the 42 listed fundamental motors skills significantly more frequently than the elementary school teacher during the fifth grade. In the sixth grade, 6 of the 14 fitness-related items were noted more frequently by the middle-grade teacher as were 5 of the 31 team activities, 8 of the 60 individual/dual activities and 1 of 14 outdoor education activities. At the seventh grade level tumbling, apparatus gymnastics, 3 fitness-related items, 6 team sports and 5 individual/dual activities in addition to the lead-up games category were noted significantly more often in the middle school curricula. Eighth grade curricula tended to be the same in all areas.

MIDDLE GRADES BY ANY OTHER NAME...(Continued)

When the facilities of the schools in this study were compared, 86% of the middle schools reported gymnasiums with 30% of the elementary schools. Thus a question might be raised as to whether the differences in curricula are based upon a middle school philosophy or facility availability.

Emphasis on fitness activities as measured by their frequency of reporting appears to be given in the middle schools of Georgia. Also if the number of significantly reported items listed by the middle schools' teachers are a criteria, the concept of exploring a variety of activities appears to exist in Georgia middle schools.

PHYSICAL EDUCATION ACTIVITIES IN A NUTSHELL: LIMITED SPACE ACTIVITIES (K-8)

Camilla Y. Kerst, Johnson Elementary School, Franklin, Tennessee

ISOMETRIC WARM UPS

Involves basically no movement but muscular tension. One set of muscles work against another; you can also use a partner or object. Hold approximately eight seconds.

1. Sit or stand. Clasp fingers together in front of chest, with elbows out, pull to keep elbows out. Hands can be clasped behind head also.
2. Sit or stand. Put both hands together at chest height with fingers up and push against each other to keep elbows out.
3. Sit with legs straight in front. Cross ankles. Push down with top leg and resist with bottom as you lift up.
4. Sit with legs straight in front. Place hands on top of legs and push down and resist with legs as you lift up.
5. Stand and pull stomach in and hold.

STRETCHING

1. Sitting down with right leg straight and left leg bent with bottom of left foot against the right knee. Reach as far forward to right foot as possible and hold 10-15 seconds. Repeat reversing feet.
2. Go from the above position (reverse hurdle) and step right leg (straight leg) over left knee (bent) and hug right knee to chest with both arms. Repeat on left side. Pretzel stretch.
3. Lay down and pull one knee, bent, to chest while other leg is straight. Repeat with other knee. Knee hug.
4. Standing, grasp right foot with right hand and gently pull foot, leg backwards while balancing on left foot. Repeat with other leg.

GROUP JUGGLING

Six to seven players per circle. Establish a specific throwing pattern so each player will always throw to the same person and receive from the same person. You do not receive the throw from the person you throw to however. Avoid throwing to the person next to you. Try to get as many balls in rotation as there are players in the circle. Use bean bags, small foam balls, or yarn balls.

PHYSICAL EDUCATION ACTIVITIES IN A NUTSHELL:...(Continued)

SCARF JUGGLING

Scarf Juggling - Directions will be written for a right-handed person for ease of explanation.

Two in one hand (right hand)
Begin with 2 in right hand.
1. Toss #1 scarf up
2. Toss #2 scarf when #1 reaches peak of throw
3. Catch #1 and
4. Toss #1 when #2 reaches peak of throw

Three scarves - Single Columns
Begin with 2 scarves (#1 & #2) in right hand and 1 (#3) in left hand.
1. Toss #1
2. Toss #2 when #1 reaches peak
3. Catch #1 with right hand
   Toss #3 with left hand
4. Catch #2 with left hand
5. Toss #2 with left hand
6. Catch #3 with left hand
   Toss #1 with right hand
7. Catch #2 with right hand
8. Toss #2 with right hand
   Repeat pattern.

Keep scarves at same height and in same space. Middle scarf (#2) will be alternately tossed by both left and right hand. #1 scarf will always be tossed by right hand. #3 scarf will always be tossed by left hand.

TINIKLING

Taught with jump ropes laid parallel to each other (2 ropes). This allows all children to participate at the same time. Have children work with a partner and each stand at opposite ends of the ropes. Teach first five steps with two ropes then add an additional two parallel ropes and teach remaining steps with four ropes. Then teach sticking and add the sticks.

All steps are done 16 counts. Music phrasing signifies changes.

Cue Works:	in, in out.
Step 1:	Straddle ropes (poles) at ends, jump with both feet together inside the ropes twice (in, in) and jump out in straddle position (out). Continue in this manner 16 measures.
Step 2:	Straddle ropes (poles) at end, jump inside ropes (in, in) and jump out and turn (back to partner with legs straddled). Continue in this manner 16 measures.
Step 3:	Start on outside with both ropes next to left hip. Hop sideways onto left foot inside of ropes (in) followed by right foot (in), hop out onto left foot (out); Return to the right by hopping sideways onto right foot (in), left foot (in), and hop out onto right foot (out). Continue in this manner 16 measures.

Step 4: Starting outside with both ropes next to left hip. Both feet together, jump between ropes (in, in) and then jump out on other side (out). Travel back to original starting position with both feet together (in, in) and out. Continue in this manner 16 measures.

Step 5: Start outside with left hip next to ropes, travel sideways to the left on left foot (in, in) then hop out on left foot (out), now return to right side traveling on right foot. Continue in this manner 16 measures.

Additional steps can be found in PHILIPINE NATIONAL DANCES by Reys-Tolentino published by Silver and Burdett.

LUMMI STICKS

Sequence One

a. Down, down, together, together
b. Down, together, front, flip

Sequence Two

a. Front, out, front, flip
b. Front, right, front, flip
c. Front, left, front, flip
d. Front, cross, front, flip

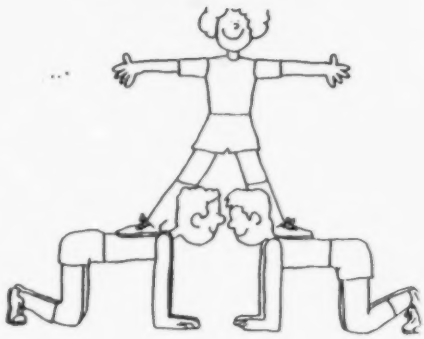
Sequence Three

a. Down, down, together, toss across-first right then left, practice without letting go of the stick, empty hand catches the stick, release straight across not at a diagonal. Do 4 times.
b. Side, side, side, flip-individual. Do 2 times.
   Front, front, front, flip-individual. Do 2 times.
c. Down, together, toss right, toss left-partner. Do 4 times.
d. Down, together, slide right, pick up-partner. Do 4 times. Always slide to partner, use right stick only.

When doing this with primary grades, instead of flipping, just have them tap shoulders with the sticks.

Music can be any current up beat that children will identify with. "Celebration" is a good piece to use. Teacher can demonstrate with hands instead of sticks. If you do not have enough wood sticks, use newspaper sticks. Take two full pieces of newspaper, fold width-wise in thirds and then roll and tape. Everyone needs two sticks.

DOUBLE WHEELBARROW two children assume the same position as in the centipede except the bottom child has the legs extended to the rear and feet apart. A third child stnds between the legs of the bottom child and reaches down and picks up the KNEES of the bottom child. Forward movement is made by moving with the right and left arms together of both children.

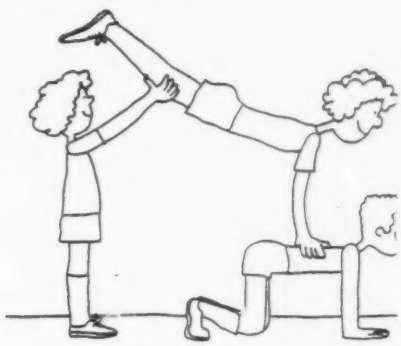


STRADDLE STAND two bases assume a hands and knees position facing each other, heads six inches apart. Top partner stands in a straddle position with one foot on the should of each base Top partner should have head up and h
All partners should have heads up and top partner should have arms out to the side.

Circle High Jump

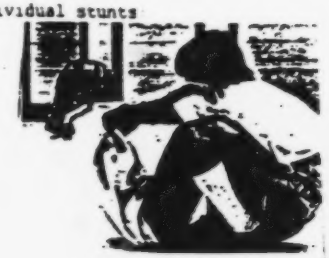
CIRCLE HIGH JUMP stand in circle of three. Join hands. One child tries to jump over the opposite pair of joined hands. Jump is to be in a forward direction only. To reach good height, an upward lift is helpful

STANDING SLIDE base assumes position on hands and knees. second partner stands one foot behind the base. third partner stands between the first two and places his hands on the base's shoulders. The second partner lifts the third partners legs holding at the knees until his arms are straight.



Credit to Dauer and Pangrazi, Dynamic Physical Education for Elementary School Children.

DOUBLE SCOOTER position is the same as in the Rocker. When one child moves their feet the other child should help by lifting with their feet. Progress is made by alternately flexing and extending the knees and hips. Refer to Scooter (individual stunts and Rocker (dual stunt).



Double Scooter

TABLE the base assumes a crab position. The top partner straddles the base, facing the same direction, and positions hands on the base's shoulders. Then place the feet on top of the base's knees, forming a crab position on top of the base. Seats should be lifted so the backs are straight.

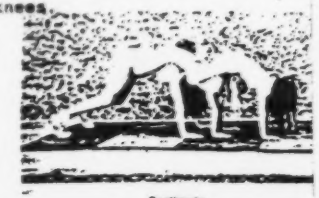
TABLE

LIGHTHOUSE base partner assumes a position on hands and knees. The top partner stands on the shoulders of the base, facing the same direction. Hands should be out to the sides and head up.

PARTNER TWISTER partners face and grasp right hands as if shaking hands. One partner swings the left leg over the head of the other and turns around, taking a straddle position over his own arm. The other swings his left leg over the first, who has bent over, and partners are now back to back. First partner continues with the right leg and faces in the original direction. Second partner swings his right leg over partner's back to return to the original face-to-face position. Partners need to duck to avoid being kicked by each other's feet as the legs are swung over.

Partner Twister

CENTIPEDE one child gets down on hands and knees. The other partner faces the same direction, and places the hands about two feet in front the the base's. Top partner then places legs and body on tope of the base's. The knees should be spread apart and the heels locked together. The centipede walks with the ope top child using hands only and the base partner using both hands and feet. The base should be on the feet not on the knees.



Centipede

DOUBLE BEAR the base gets down on hands and knees. Top child gets in the same position directly above the base. Hands and knees should be on the shoulders and hips of the base. Heads should be up and backs straight.

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LEAPFROG base/bottom partner gets down in a tucked position. Active partner places hands on base's shoulders and jumps over base's back with slight push, extending legs to the side. Land on both feet, knees and ankles relaxed. Then exchange places progressing in a forward direction.

LEAPFROG

PARTNER PULL-UP partners sit down facing each other in a bent-knee position, with heels on the floor and toes touching. Pulling cooperatively, come to a standing position. Return to the floor.

Partner Pull-up

CHINESE GET-UP partners sit back to back and lock arms. From this position, try to stand by pushing against each other's backs. Sit down again. If the feet are sliding, do the stunt on a mat.

Chinese Get-up

TWO-MAN C

TWO-MAN CANOE partners sit on floor directly behind one another, back person placing feet in front person's lap. Front person may push with feet, hands and seat while second can only use hands and seat.

HORIZONTAL STAND base grasps top's ankles, with thumbs on inside of legs. As top springs and shifts weight to hands, base straightens arms

HORIZONTAL STAND

SLOTH WALK partners face each other. One partner bends forward placing hands on partner's feet and does a handstand. Standing partner grasps legs of inverted partner just above the knees to stabilize him. Once balance is gained, standing partner begins to walk forward. Reverse positions

SLOTH WALK

STATUE base assume position on hands and knees. Top partner stands with one foot on base's shoulder and other foot on base's hips facing out. Head should be up and arms out to the side.

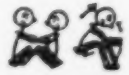
BOUNCING BALL one child is the ball and the other the bouncer. Try to achieve the feel and rhythm of bouncing a ball.

SEE SAW one partner stands while the other assumes a crouched position. Hands are joined. To simulate the see-saw action, both children begin to move at the same time and each finishing in the opposite position.

WRING THE DISHRAG partners face and join hands. Lower arms on one side and turn away from each other and under the raised arms. Stand back to back. Raise other pair of arms and turn under.

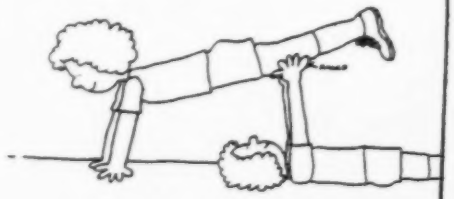
WHEELBARROW performer begins in front support position with weight on palms, body straight. Assistant holds performer's KNEES outside his own thighs. Performer then walks hands forward one at a time.

ROCKER partners sit facing each other and extend legs so that each child sits on the feet of the other child. Grasp the upper arms and rock. One leans backward and lifts the other child up. Alternate.

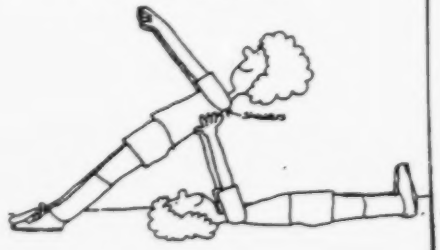


ROW BOAT facing partner, sit cross-legged or as in the Rocker stunt. Grasp partner's hands. When on child leans back, he will pull the other child forward.

SLIDE Base lays down on back with legs extended directly above the face. Top partner straddles base facing the opposite direction, straddling base's shoulders. Top partner leans forward and places both hands on the floor in front of base's head. Base grasps top partner's knees and lifts them up over head with straight arms and legs of top partner together.

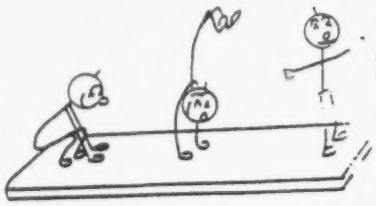


LEANING TOWER base lays down on back. Top partner stands with back to base and and then sits down in front of base's head. Base extends both arms over head and grabs top partner's shoulders and moves arms directly over his shoulders while top partner straight ens legs and rests on base's arms.

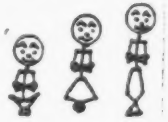


PARTNER HANDSTAND partners face each other. One partner bends forward placing hands on the floor in front of partner's feet. Standing partner grasps legs of kneeling partner at the ankles to stabilize him. Reverse positions.

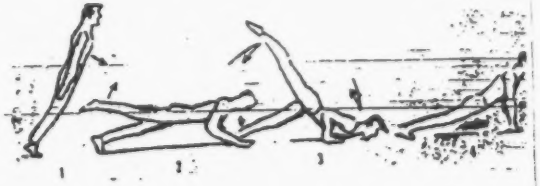
MULE KICK squat with both hands on the floor and kick the feet nto the air, keeping the knees bent and the head up. One foot s kicked into the air followed by the other, but both are togetner hen feet are over the head. When the feet reach their maximum eight, snap them back to the mat while pushing hard with the ands. Student should finish in a standing position.



TURK STAND stand with feet apart and arms folded in front. Pivot on the balls of both feet, and face the opposite direction. The legs are now crossed. Sit down in this position. Reverse tne process. Get up without using the hands for aid, and uncross the legs with a pivot to face original direction. Little chnage should occur in foot position.



SWEDISH FALL begin from tne knees first,hands at your side. Tip forward, keeping tne body straight. Extend the arms and land on the hands. As tne hands touch immediately bend the elbows, and push to a push-up position. Next start from a standing position and have right leg come up as the hands touch, drop the leg as you push into a push-up position.



LAME DOG WALK walk on both hands and one foot. The other foot is held in the air as it injured. Change feet and can also use hands to be injured. Eyes should be forward. Forward and backward directions should be encouraged.

RABBIT JUMP Crouch to the floor with the knees apart or together. Hands are placed on the floor ahead of the feet. Move forward by reaching out first with both hands andd then bringing both feet up the hands. Eyes should look forward. Emphasize this is a jump rather then a hop because both feet move at once.

SIDE SUPPORT tne body is kept straight in a side-leaning position. The weight is supported by the right arm and right leg. The left hand is placed on the hip. Reverse and do the stunt on the left side.

EGG SIT sit on floor with knees bent close to chest. Grasp the ankles, rock back and extend legs to straight position, balance on the bottom and extend hands out to the side.

COFFEE GRINDER child places one hand on floor, other in upright position. He straightens his legs and arms and walks around using the hand on the floor as a pivot.

PUPPY DOG place hands on the floor, bending the arms and legs slightly. Walk and run like a puppy. Make sure to look ahead. By keeping the head up, the neck muscles are straightened.

Puppy Dog Run

ALLIGATOR WALK from a prone position, support the body using only the forearms and toes. Move forward with the body supported in this position.

CRAB WALK from a sitting position, raise the body from the floor. With the weight supported on both the hands and feet, begin crab walking either forward or backwards. Keep the trunk of the body parallel to the floor.

BEAR WALK bend forward and touch the ground with both hands. Travel forward slowly by moving the hand and foot on the same side together; i.e., the right hand and foot are moved together. Make deliberate movements.

Bear Walk

INCH WORM start in a front leaning prone position (up position in a push-up). Keep hands stationary and walk feet to hands and then walk hands forward to starting position keeping feet stationary and straight.

SCOOTER sit on the floor with legs extended forward in a sitting position with arms folded in front of the chest chin high. To scoot, the child pulls the seat toward the heels, using heel pressure and lifting the seat slightly. He then extends his legs forward again, and repeats the process.

BRIDGE lie on back, hands next to head, palms down, fingers pointing to shoulders, bend knees and push with hands, extend arms to straight position, lift hips up and keep head off the ground.

HUMAN BALL sit on mat with knees up and feet together. Reach arms under inside of legs and lock fingers over the ankles. Now roll over.

SEAL WALK the child is in a front-leaning (push-up) position, the weight supported on straightened arms and toes. Keeping the body straight, walk forward using hands for propelling force and dragging the feet. Keep the body straight and head up.

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EURYTHMICS: MOVEMENT AND MUSIC...A BASIC SKILLS APPROACH TO DANCE (K-8)

Carol J. Siciliano, University of Dayton, Ohio

OVERVIEW:

1. Definition of Movement:
   Movement may be defined as a continous change of position in space according to time. (time-space relationship)
2. Conditions of Movement:
   The conditions of movement are time, space, and effort. (force and flow)
3. Basic Body Handling Skills:
   a. Translatory
      Locomotor Activity: Even Rhythm--walk, run, hop, leap, jump
      Uneven Rhythmn--skip, slide, gallop
   b. Rotatory:
      Non-locomotor Activity: Even/Uneven Rhythm--swing-sway, twist-turn, push-pull, bend-stretch, fall-rise, dodge-strike
4. Premises:
   a. All locomotor and non-locomotor activity may be executed: on the beat, before or after the beat, or through the beat; rhythmically to an even tempo or uneven tempo.
   b. A change in one of more of the conditions of movement (time, space, effort) will produce fundamental dance step patterns. Example: Two-steps, Fox-trot, Rhumba, Waltz, etc.
   c. Rhythm: Rhythm organizes a movement.
   d. Universal Accents: Emphasis in movement, in space, in pattern, in sound .

	EFFORT	SPACE	TIME
Anapest 4/4	S_____	S_____ L_____ :	Q_____ Q_____ SL_____
Doctile 4/4	L_____	S_____ S____ :	SL_____ Q_____ Q_____

SL = Slow S = Short Q = Quick L - Long

ACTIVITY SESSION: Rhythmic Games

Rhythmic Games:

Walk to the beat of the DRUM
. . . No Sound - No Movement
. . . On the LOUD SOUND change the direction you are moving but not the direction you are facing

EURYTHMICS: MOVEMENT AND MUSIC...(Continued)

Rhythmic Game:	Using the LOUD DRUM beat, whistle, and clicker the class will experience three different actions . . . Whistle: Raise/Lower left arm . . . Loud Drum Beat: Raise/Lower right arm . . .Clicker: Torso Action--i.e. twist
Rhythmic Game:	Binary Division — whole note; half note, quarter note, sixteenth note; vs. triplet
Rhythmic Game:	Movement . . . ON the beat . . . BEFORE the beat . . . THROUGH the beat
Rhythmic Game:	Locomotor Activity to 3/4 and 4/4 time Add conditions....locomotor activity through the measure of time . . . counting out loud . . . arm actions for 3/4 & 4/4 time . . . accents on the lst and 3rd beat . . . no locomotor activity on the accented beat
Rhythmic Game:	Specific sequence of actions = a pattern

ACCENTS:

Anapest
Doctile

2-step
- Foxtrot
- Waltz
- Rhumba
- Polka
- Cherkassiya (grapevine)

EURYTHMICS: MOVEMENT AND MUSIC...(Continued)

FORMULA: X + Y + Z = SMS or FDSP

X: Locomotor (translatory) activities
+ plus
Y: Axial (non-locomotor, rotatory) activities
+ plus
Z: Variations of time, space, effort (force/flow)
= equals
SMS: Specific Motor Skills
or
FDSP: Fundamental Dance Step Patterns

EXAMPLES

BASIC SKILLS	COMBINATIONS	FUNDAMENTAL PATTERNS
Walk	Step + hop/uneven rhythm	skip
Run	Run + hop/even rhythm	schottische
Leap	Step + run/uneven rhythm	gallop (lead foot) Polka
	Sideward walk + Sideward direction +	sideward gallop or slide
Hop Twist	Change in lead foot + Twist	two-step Polka step grapevine step
	RHYTHM VARIATIONS (time-space)	
	Change on the beat	two-step polka
	Change before or after the beat	traditional polka-step pattern
	Movement through the beat	grapevine step

FUNDAMENTAL DANCE STEP PATTERN

Two-step polka (2/4)	Step 1 &	Step-Together 2	Step &		
Polka (2/4)	Hop &	Step 1	Together &	Step 2	Hop &
Schottishe (2/4 or 4/4)	Step 1	Step 2	Step 3	Hop 4	
Schottishe Turn	Step-hop 1, 2	Step-hop 3, 4	Step-hop 1, 2	Step-hop 3, 4	
Schottishe Balance	Step-swing		Step-swing		
Grapevine (Tacherkessia)	Front	Side	Back	Side (Direction: Sideward)	
Waltz (3/4 or 6/8)	Step 1	Step Together 2	Step 3	Direction: Forward or in box Pattern	

OTHER PRESENTATIONS TO BE GIVEN

ADAPTED PHYSICAL EDUCATION: KNOW THE PURPOSE OF THE GAME/ACTIVITY, James E. Rich, Adapted Physical Education Consultant, North Carolina Department of Public Instruction, Greensboro

CHILDREN'S AEROBICS FROM HUFF AND PUFF SERIES (1-6), Zane Adams, Cleveland State Community College, Tennessee